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ABSTRACT

This issue contains annual reports from 48 states, the District of Columbia, and three Canadian provinces (Manitoba, the Maritime Provinces, and Quebec), focusing on problems, activities, achievements, special projects, and other areas of interest to the postsecondary education community. Reports are not included for Iowa and North Carolina. (MSE)

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HIGHER EDUCATION IN THE STATES

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In This Issue:

This issue contains annual reports from 48 states, the District of Columbia and three Canadian provinces focusing on problems, activities, achievements and other areas of interest to the postsecondary education community. Reports were not received before the publication deadline from Iowa and North Carolina. A tabular analysis has been prepared, "1977 Major Issues of Concern to State Higher Education Agencies," from these annual reports and is available on request from the ECS Department of Postsecondary Education.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ALABAMA

Commission on Higher Education
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John F. Porter, Jr., Executive Director

Budget Cuts

During 1976 the Alabama Commission on Higher Education found itself in the paradoxical position of suffering a deep cut in its fiscal year 1975-76 operating budget, while assuming more responsibilities. The commission was the single state agency to recommend several million dollars less than that appropriated for postsecondary education and to call for a reduction, in light of the projected 1976 need. For its pains it received a one-third budget cut. After having assembled an adequate staff, the commission had to eliminate almost half its positions and the impact would have been even worse, had not the governor supported it by making available $25,000 in revenue sharing funds. Even with this aid, the commission's budget was down from $300,000 to $225,000.

Space Utilization Study

1202 Commission/ SSIG

During this lean year, however, the Commission on Higher Education was able to begin a much needed space utilization study of the state's postsecondary institutions, at a time when there was public criticism of the use being made of university classroom space. Also, the governor assigned the "1202 commission" function and the State Student Incentive Grant Program to the commission in September, and the staff and funds to administer these programs.

Appropriations

For its part, the legislature cut postsecondary institution budgeting in fiscal year 1977 by 2.2 percent. This came despite previous commission warning against the legislature's expending an unallocated reserve of $135 million in the special education trust fund. There could have been a financial deficit, had not the trust fund received higher revenues than had been forecast. The fiscal year 1978 appropriation bill is a significant improvement over 1977 and includes a 17.4 percent increase for all postsecondary education.

HE 009 326

Commission Change

Sunset Law

Aid to Private

There were also attempts in the legislature both to strengthen the commission and to abolish it. Unfortunately in the first case, but fortunately in the second, neither kind of legislation passed. The 1976 legislature did pass a "Sunset Law" providing for a quadrennial review for all state agencies to justify their continued existence. In 1977 the law was modified to exempt the public institutions of higher learning. Four private postsecondary institutions had traditionally received some state financial support, but the 1976 legislature refused to appropriate such funding. However, the funds were restored in the 1977 session and an appropriation for 1977-78 was approved.

Program Review

Enrollments

The commission continued to conduct program review of a considerable number of new program proposals by the public postsecondary education segment. During 1976, junior college enrollment began to decline, possible presaging a similar future decrease in the four-year institutions.

As it was not reported previously, the commission wishes to mention the death of its first executive director and director emeritus, Clanton W. Williams, in November 1975. He was impatient with the second-rate and wanted the best in education for his state and the commission intends to continue in this path.

ALASKA

Commission on Postsecondary Education
Pouch F
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Kerry D. Romesburg, Executive Director

First Year of Commission:

1) Student Loans
2) Licensing

3) Institutional Directory

4) Two-Year College Study

With the close of the fiscal year on June 30, 1977, the Alaska Commission on Postsecondary Education completed its first full year of operation since its creation by the legislature in July 1974. Tasks categorized as "start-up" activities commanded a good share of commission resources during this last year: (1) regulations governing the state's student loan program, in existence only since 1971-72, were completely revised; (2) regulations pertinent to the licensing and operation of postsecondary institutions were developed, adopted and implemented; (3) a complete inventory of all postsecondary educational opportunities in the state resulted in the printing of the first *Directory of Postsecondary Educational Institutions;* and (4) the commission completed its first comprehensive study of the community colleges in Alaska and presented the report to the governor and the legislature. The latter study summarized the current community college structure in Alaska, reviewed the several alternative administrative structures employed across the country, identified several alternatives that might be suitable for Alaska and sought public input statewide. The report ultimately led to several specific recommendations in the area of the role of community college advisory councils, academic record maintenance and procedures, facilities planning, budget development and statewide public institutional administrative structure.

Appropriations

Bond Referendum

General fund appropriations for the operation of the statewide University of Alaska system for fiscal year 1978 were set at $61.5 million, a little more than 10 percent increase over the 1976-77 general fund appropriation of $55.7 million. Total authorization for the University of Alaska for fiscal year 1978 is $110.1 million, up 13 percent from the $97.3 million for fiscal year. The 1977 fall elections marked the first time in the state's history that voters turned down a bond issue for the University of Alaska system. The proposed bonds would have authorized $26.9 million for, among other items, construction or further de-

velopment of the university's museum and an ice rink on the Fairbanks campus, a career education building on Juneau for the southeast campus and about $3.6 million for land acquisition.

Governance Reorganization

The legislature entertained a reorganization of the University of Alaska system through the consideration of several bills, all designed to give the community colleges a stronger identity and greater access to a governing body. It is assumed that these various bills will carry over to the next legislative session for further consideration.

Private University Reopens

In the private sector, Alaska Methodist University (AMU) decided to open its doors once again in fall 1977, after a one-year hiatus due to fiscal problems. During that year, the AMU board conducted a study and actively sought public input through hearings held at several locations across the state in an attempt to add greater substance and objectivity to its ultimate decision to reopen.

ARIZONA

State Board of Regents
1535 West Jefferson
Phoenix, Arizona 85007
Lawrence E. Woodall, Executive Coordinator

Regents' Plan of Action:
1) Evaluation of Courses
2) Continuing Education
3) Cost Study
4) Budget Formula
5) Peace Officers
6) Motor Pools
7) Budget Reports
8) Budget Review

The president of the Arizona Board of Regents recently outlined a plan of action for the university system during the immediate future. This plan includes: (1) the beginning of a systematic evaluation, on a 10-year cycle, of courses of study at the universities based upon findings brought forth by the recently completed duplication study; (2) a review of continuing education in Arizona to determine how this type of training can best be made available to the state's citizens; (3) the pursuit of the universities' cost study relative to the instruction function that began in 1976 but which requires more data to insure complete accuracy of the information; (4) the beginning of an evaluation of the 22:1 budget formula presently used to justify requests for additional faculty, using the cost study as a point of reference; (5) the review and analysis of the peace officer function presently being performed on the university campuses; (6) the analysis of the method of procuring motor vehicles and a study of the operation of motor pools in the university system; (7) the continued improvements in the reporting format for university local fund budgets, particularly as applied to information furnished regarding the use of these funds; and (8) the instituting of a method of reviewing and presenting university operating budgets to the governor and legislature to avoid many of the pitfalls experienced in past presentations.

Course Guide

The Board of Regents and the State Board of Directors for Community Colleges are jointly funding a project to update and computerize the *Arizona Higher Education Course Equivalency Guide,* used by students and counselors when preparing for transfer to another Arizona institution.

Enrollments

The university system experienced a 2 percent decrease in headcount enrollment when the total dropped from 75,665 in fall 1975 to 74,050 in fall 1976. Northern Arizona University had the only increase—from a 1975 total enrollment of 10,086 to a 1976 total of 10,579—a net increase of 4.9 percent. Even though the total enrollment decreased, there were significant increases in the number of students enrolling in agriculture, business administration and other areas where they can learn specific professions, allowing them to take their place in society as quickly as possible. The three public universities formed the

Social Services Education Consortia

Arizona Consortium for Education in Social Services (ACESS) to work with the state's department of economic security to provide training, retraining and education of the staff of the latter organization and its feeder agencies under Title XX of the Social Security Act. The consortium will provide training of staff in outlying areas of the state, allowing the staff to study while remaining at their jobs. It is anticipated that the consortium will greatly simplify contractual processes between various state and federal agencies and the university system. This is but one of several consortia on various projects that are in the process of being formed by the universities at this time.

1202 Commission

Student Aid

Information Center

Public Service Review

During this past year, the Arizona Commission for Postsecondary Education commenced a number of new programs. In the area of student financial assistance, the commission has initiated the State Student Incentive Grant Program and has recently been authorized by the governor to begin planning for a state guaranteed student loan program. The governor also designated the commission as the state's educational information center for postsecondary education. In compliance with Title IX, Parts A and C of the Higher Education Act of 1965, as amended, the commission has begun the review of public service education proposals offered by Arizona institutions.

Medical Loans Board

Alien Residency

Two-year Colleges:
1) Equalization Aid
2) New Campus

Most of the bills affecting higher education that passed during the recently completed session of the legislature were of a procedural nature. Several of the bills that failed to pass would have an adverse impact on the universities and the community colleges had they been enacted into law. Among the measures passed was the establishment of a new Board of Medical Student Loans to grant loans to medical students who agree to serve as doctors in medically underserved areas of the state. Another new law provides that an alien granted parole refugee status by the United States is entitled to classification as an in-state student for community college and university tuition purposes when he has met all other requirements for domicile. Graham County Community College was the only district that qualified for equalization aid to those community college districts having assessed valuation of less than $120 million and levying a minimum tax rate of $1.35. The legislature appropriated $500,000 to the State Board of Directors for Community Colleges for a new downtown campus for Pima County Community College District (Tucson).

ARKANSAS

Department of Higher Education
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M. Olin Cook, Director

Enrollments

On-campus headcount enrollment again increased in Arkansas in fall 1976, although it was the smallest increase registered in the past four years at 3.5 percent. For the first time in a number of years, the percentage increase at the four-year institutions exceeded the increase at the community colleges. Off-campus enrollment continues to expand as more demands are made by citizens throughout the state for this type of instruction.

Appropriations

As is the case prior to each biennial session of the General Assembly, the department staff devoted the fall of 1976 primarily to developing the final appropriations recommendations for the colleges and universities and to hearings by the Legislative Council. Due to some uncertainty as to what level of financial resources would likely be available to the state during the 1977-79

biennium, the level of appropriations for higher education was in doubt well into the legislative session. In the end, appropriations for operating purposes were increased by approximately 16.7 percent for 1977-78 and an additional 11.2 percent in 1978-79. Although these amounts were appropriated, there is no assurance that all appropriated funds will actually be received. At this point, institutions and state agencies have been allowed to budget only part of the funds and it will probably be late in the fiscal year before it is known if the remaining funds will be received. It was not a good year for capital improvements. Numerous bills were introduced that appropriated funds for construction projects but many of them did not receive funding. The only funded project of a major nature is the renovation of Barnhill Fieldhouse at the University of Arkansas-Fayetteville.

Capital Improvements

Some members of the legislature have been concerned for several years that the cash funds of colleges and universities are not deposited in the state treasury. Legislation passed in 1975 subjected cash funds to preaudit but did not require their deposit in the treasury. During the 1977 session, some expenditures were exempted from preaudit and legislation that would have required all funds to be deposited in the treasury did not pass. Legislation was adopted requiring construction projects at colleges and universities paid from cash or other nonstate funds to have direct legislative appropriations. A bill was passed that included projects that could be anticipated at that time and the Legislative Council may grant authority on other projects at a later date.

Cash Funds Deposits and Preaudit

Although some efforts were made, no new institutions or branch campuses were created during the 1977 session. One measure appropriating funds for a new community college in Crittenden County was vetoed by the governor. New legislation was passed during the 1977 session concerning the Department of Higher Education functions. A bill was introduced to abolish the Board of Higher Education but it did not get out of committee. The other bill, which consolidated much of the Department of Higher Education legislation into one bill and expanded some responsibilities in the area of existing program review and master planning, was passed with no difficulty. Legislation was also passed that established a state higher education classification and pay plan for classified employees. The plan is effective July 1, 1977 and is to be administered by the Department of Higher Education.

New Institutions/Campuses

New Department Responsibilities

Salary Plan

During fall 1976, a higher education governance structures study was conducted by a team of consultants commissioned by the governor. As a result of this study, $100,000 was appropriated to the department to conduct a master planning study during 1977-78. The study is well under way and representation on advisory committees has been drawn from both public and independent institutions, public vocational-technical schools, proprietary schools, legislative bodies, the governor's office and citizens groups. Public hearings will be held at several locations throughout the state during early fall 1977 and the goal is to have the study completed in late spring 1978.

Governance & Master Plan Studies

The Department of Higher Education has been working with the public colleges and universities on a higher education data processing network for the past six years. For the first time, funds were appropriated directly to the department in 1977 for this purpose, and approximately $300,000 will be available each year to develop a student records application to be used by all institutions. Plans are to develop applications for payroll and personnel and financial accounting. The OASIS data base manager is the basis for the network and the computer facilities at the University of Arkansas-Fayetteville will serve as the central processing unit.

Data Processing

Student Aid Court Suit

As was reported last year, a suit had been filed against the new state scholarship program questioning the constitutionality of the act that created the program. Several students intervened in the suit and their position was that the legislation was constitutional but that the Department of Higher Education need not impose a test of institutional eligibility to participate in the program as called for in the legislation. A decision was handed down on the suit in May 1977 determining that the legislation was constitutional and that the department had acted properly in administering the act's provisions. Legislation passed in 1977 expanded the program. It has previously been limited to first-year students but the new legislation extends eligibility to include second-year students.

Desegregation Plan

Arkansas is one of 10 states implementing a statewide higher education desegregation plan, since 1974, under the requirements of the U.S. Department of Health, Education and Welfare. The governor was notified earlier this year that new guidelines would be issued for revising the plans and it is expected that July and August will be devoted to preparing a new plan consistent with the guidelines.

CALIFORNIA

Postsecondary Education Commission
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Donald R. McNeil, Director

Commission Self-Evaluation

The Postsecondary Education Commission, created in 1973, is assigned by statute some 30 responsibilities ranging from the general to the specific. Resulting from legislation proposed in 1975-76 to expand the commission's advisory and evaluative roles, the commission recognized the need to reexamine the substance and scope of its statutory responsibilities. The result of this extensive self-evaluation was *A Declaration of Policy* issued in December 1976 setting forth the basic tenets that underlie the commission's philosophy and guide its approach to statewide planning and coordination. The statement describes the four general responsibilities for the commission — clearinghouse for information, planning, evaluation and coordination — and stresses the advisory and evaluative nature of the commission as opposed to an administrative one. It further identifies the commission as an advocate of fulfilling postsecondary education needs and as a supporter of the existing segments and institutions in fulfilling those needs.

And Policy Statement

Information Clearinghouse

One responsibility given the commission is to "act as a clearinghouse for postsecondary education information." Designated as a "primary source" of information for the legislature, governor and other decision makers, it is to develop a comprehensive statewide data base, one in which the information collected from diverse sources is not only timely and accurate but also comparable. During 1976, the commission completed development and testing of California's first computerized statewide information system for postsecondary education. This achievement culminated many months of planning and experimentation and represented many hours of discussion and negotiation with public and private institutions. By January 1977, the first five information files had been entered into the computers, two of which — enrollments and degrees conferred — were provided by the public segments on computer tape. The remaining three — institutional characteristics, academic and occupational program inventories and off-campus centers inventory — were developed by commission staff, using

data collected from a variety of information sources ranging from surveys to computer information systems.

Data Element Dictionaries

In the past, analyzing statistical data from California's public and private institutions has often been a matter of trying to compare apples and oranges. In many instances, individual institutions or segments used different definitions for the same term. Working with the public segments and selected independent institutions, the commission has developed data element dictionaries for four categories of information: enrollments, degrees conferred, institutional characteristics and program inventory. In turn, these common definitions are being employed in reporting statistical data for inclusion in the commission's information system. With the advent of its computerized information system, the commission provides answers to a myriad of questions with the most current information. The data collected by the commission are also used in three information publications designed to serve a wide variety of audiences from the legislature to counselors and prospective students: the *Directory of California Colleges and Universities*, the *Inventory of Academic and Occupational Programs in California* and the *Postsecondary Education in California: Information Digest*.

Publications

Off-campus Inventory

The magnitude of the increase in nontraditional education was revealed in the commission's summary report on its first annual inventory of off-campus locations and programs, published in September 1976. The commission's inventory identified a total of 4,248 locations at which college courses, including certificate and external degree programs, are being offered. In addition, California is one of five states chosen to participate in a four-year project of the National Center for Higher Education Management Systems to develop and test state-level information base for postsecondary education planning. As the "1202 commission," the Postsecondary Education Commission conducts annual information surveys for the U.S. Office of Education and for the Equal Education Opportunity Commission, the National Center for Education Statistics and the Office for Civil Rights. Taken together, the data collected in these surveys provide a comprehensive statistical picture of postsecondary education in California.

Data & Information Surveys

Five-year Plan

In establishing the commission, planning was identified as one of the "vital elements in providing postsecondary education to meet the needs of the people of the state of California." The commission prepares a five-year plan for California postsecondary education that is reviewed and updated each year to reflect changing circumstances and emphases. Following a year of review, discussion and public hearings, the commission completed the first update of the original five-year plan. The update, formally approved in February 1977, identifies seven education issues to be given statewide priority during the coming year: (1) equal educational opportunity for ethnic minorities, women and the physically handicapped; (2) equitable provision of opportunities for continuing education for older part-time students; (3) tuition, fees and access in public postsecondary education; (4) declining skills of high school graduates; (5) maintenance of education quality in a period of steady-state or declining enrollments and resources; (6) financial conditions of independent institutions; and (7) role of the state and private accreditation agencies in certifying institutional quality.

Seven Priority Issues

Experiential Learning

In November 1976, the commission hosted a statewide symposium on credit for prior and experiential learning for a variety of educational institutions and agencies. The primary purpose of the symposium was to assess the current status of credit for experiential learning and to explore the possibilities of further implementing this concept in California on a coordinated statewide basis. The proceedings of the symposium have been published.

Voc.-Tech. Evaluation

A more recent responsibility assigned to the commission is to "accept or reject each recommendation" contained in the annual report of the California Advisory Council on Vocational Education and Technical Training. The council evaluates the progress being made in achieving state goals and plans for vocational education and makes recommendations for change. The commission responded to the council's report for the first time in 1976.

Private Institutions Approval

In California, the establishment and operation of private postsecondary institutions, both academic and vocational, are regulated by Division 21 of the *Education Code*. Historically, the administration of Division 21 has been the responsibility of the Bureau of School Approvals of the State Department of Education. At the request of the legislature, the commission undertook an indepth study of Division 21's numerous provisions and of its administration and enforcement. The results of the study were published in a report entitled, *The Role of the State in Private Postsecondary Education: Recommendations for Change*. Two major conclusions highlighted the report: that there is a need for, and the state should provide, broader financial and educational protection to the student consumer; and that the Bureau of School Approvals, although well-intentioned but understaffed and underbudgeted, had not been effective in its administration and enforcement of Division 21.

Equal Opportunity and Access

Providing equal educational opportunity and access in California postsecondary education continues to be a basic concern of the commission. In April 1976, the staff prepared *Equal Educational Opportunity in California Postsecondary Education: Part I*, which identified the need not only for each of California's three public systems of higher education to develop a student affirmative action plan, but also an equal need for a unified statewide plan for postsecondary education. Part II of the report, prepared in 1977, assessed the efforts of the educational systems both in developing and implementing a student affirmative action plan and in addressing and overcoming the ethnic, economic and sexual underrepresentation in their student bodies.

Affirmative Action

Admissions

In December 1976, the commission completed its study to determine what percentage of California high school graduates meets the admission requirements of the University of California and the California State University and Colleges. Under the 1960 master plan guidelines, the university is to draw its entering freshman class from the top 12.5 percent of California high school graduates and the state university and colleges from the top 33.3 percent. The study shows that the university is drawing its entering freshman class from the top 14.8 percent of the public high school graduates and the state university and colleges from the top 35 percent. The commission recommended that the university and the state university adjust their freshman admission requirements to achieve the eligibility ratios of the 1960 master plan, and reconsider their requirement that all applicants take college entrance examinations. The commission also recommended that with the 1981 high school eligibility study, the 1960 eligibility guidelines be reviewed and appropriate changes considered. The 1976 study indicated that the gradually rising grade-point averages of California high school students had not resulted in a corresponding inflation of segmental eligibility rates.

Salaries and Benefits

In 1965, the legislature established the principle of parity as a primary consideration in determining the level of faculty salaries and fringe benefits at the University of California and the California State University and Colleges. It is the commission's responsibility, in cooperation with the university and the state university, to report each year to the legislature and the governor on the level of salaries and benefits that are required to maintain parity with selected compar-

able institutions, both within California and in other states. In December 1976 the commission issued its preliminary report and in April its final report. It is also conducting an analysis of the methodology now used in preparing the reports and, concurrently, the university and state university are conducting a thorough review of their academic compensation policies.

New Campus/Off-Campus Approval

The legislature has stated that, without the commission's recommendation, it will not authorize new campuses or designate off-campus centers for the university and state university systems, nor will it provide state funds for sites or construction of new community college campuses or off-campus centers unless recommended by the commission. In April 1975, the commission adopted formal guidelines and procedures for its review of proposals for new campuses and off-campus centers. During the past year, all of the proposals for new campuses and off-campus centers have been submitted by local community college districts through the statewide board of governors. The legislature assigned responsibility to the commission for the statewide review of proposals by the public segments for new programs and for making recommendations regarding such proposals to the legislature and the governor. The commission developed guidelines for reviewing proposals for new academic and occupational programs, first published in 1975 and revised in December 1976. During the past year, the staff has reviewed a total of 194 proposals for new academic and occupational programs.

Program Review

Two-year Colleges Financing

The commission began its analysis of community college finance in September 1975 in response to a legislative request to study alternative funding procedures that would simplify and improve funding of local community colleges. Before the study could be completed, however, legislation was enacted that changed the existing financing formula. Consequently, the commission turned its attention away from alternatives to the 5 percent cap on enrollment support imposed by the governor in 1976, and toward a descriptive analysis of the current financing system and consideration of possible alternatives. The analysis includes the historical development of California's present system of community college finance, characteristics and deficiencies of that system and recommendations for adjustments to make the system more equitable and more accountable for state expenditures while maintaining the tradition of local governance and providing flexibility.

Federal Programs Administration

An important function of the commission involving both statewide coordination and planning is the administration of federal programs for postsecondary education as the commission is the state agency to administer six grant programs created by the Higher Education Act of 1965. In February of this year, the commission created a standing committee on federal programs to provide policy guidance for the administration of these programs and to review and evaluate current and proposed federal policies and legislation as these affect California postsecondary education.

COLORADO

Commission on Higher Education
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Jerome F. Wartgow, Acting Executive Director

Commission Revaluation and Restructure

As a result of a staff reduction and related activities as reported in last year's annual report, the Commission on Higher Education has spent the past year

reevaluating its role and function. Leadership for this reevaluation was provided by the governor, who chaired a blue-ribbon bipartisan committee consisting of commissioners, legislators, educators and members of lay governing boards. The committee spent approximately 10 months studying the system of higher education in Colorado, the result of which was the passage of a commission-sponsored bill amending the statute under which it operates in three areas. First, the role of the commission with respect to appropriations reports was amended to direct that "the commission shall study each budget request to determine its consistency with state plans and policies and institutional roles and missions. It shall present to the governor and the Joint Budget Committee of the General Assembly a report with its comments and recommendations relating to the request, including priorities for appropriations, with reference to the roles and missions of the institutions of higher education and to plans and policies for the system of higher education as a whole." Second, the commission is required to develop an update to the statewide plan for higher education and to appear and report on the plan before the appropriate standing committee of each house of the legislature no later than February 1, 1978. Finally, the amendment provides that unless continued by the legislature, the commission shall terminate on July 1, 1983. This "sunset" provision is intended to provide a reasonable timeframe within which the commission can redefine and begin implementation of its various goals.

Budget Review

Statewide Plan

Sunset Law

Commission Staff

In related activities, the legislature's Joint Budget Committee restored 4.8 full-time equivalent (FTE) staff to the commission to bring the total staff to 17.8 FTE for fiscal year 1977-78. Included in the new staff positions is a budget coordinator who will have responsibility for organizing the commission duties with respect to the statutes cited above. At the request of the commission, the governor signed an executive order establishing a Colorado "1202 commission," effective July 1, 1977. The 1202 commission will consist of the Commission on Higher Education, augmented by its statutorily established advisory board. The commission will remain responsible for those functions assigned it by the General Assembly, while the 1202 commission has been designated as the agency responsible for administration of specified federal programs. The executive director of the commission serves also as the executive director of the 1202 commission.

1202 Commission

Aid to Private College Students

At the present time state general fund appropriations in Colorado are available only to public institutions or to students who attend public institutions. A measure passed in the 1977 session authorizes a program of financial aid for Colorado resident undergraduate students who attend any institution of higher education operating in the state. The term "institution of higher education" does not include any pervasively sectarian or theological institution or any branch program of an institution of higher education whose principal campus and facilities are located outside this state. By definition, an institution must meet the following criteria: (1) the faculty and students are not exclusively of one religious persuasion; (2) there is no required attendance at religious convocations or services; (3) there is a strong commitment to principles of academic freedom; (4) there are no required courses in religion or theology that tend to indoctrinate or proselytize; (5) the governing board does not reflect or is the membership limited to persons of any particular religion; and (6) funds do not come primarily or predominantly from sources advocating a particular religion. The appropriation provided is a token $3,400. By mutual understanding, the commission will make a $100 grant to a student attending each of the 34 institutions eligible under the above criteria. As a constitutional question exists, the state would issue an interrogatory to determine the legality of the act.

Statewide Study

In another action, the legislature directed the Legislative Council to appoint a committee to study: (1) the present structure of statewide governance of higher education; (2) the role and mission of Colorado's institutions of higher education; (3) the degree to which Colorado's institutions of higher education should be accessible to the state's citizens; (4) the relative quality of educational services among the various institutions of higher education and the relative quality of their credentials; (5) the role of private institutions relative to the public institutions; and (6) the manner in which student tuition, student fees, grants and scholarships are awarded or assessed and how these moneys are used. The study will be in conjunction with the state plan update, and the findings will be reported to the legislature during the next session.

Program Review Policy

In the area of academic program review, a policy document adopted by the commission in June 1976 concerning the review of existing programs called on each public institution and governing board to report to the commission its plans and current procedures and criteria for the review of such programs and the procedures and decision-making process following such review. The request elicited a variety of responses from the institutions, including concern that the commission might intrude in the area of curriculum control and development—an area they felt properly belongs at the board, institutional or faculties level—to responses of a very general nature. At a few institutions, notably the University of Colorado at Boulder, the process has been tied to the larger issue of resource allocation priorities and their impact on program planning and curriculum development. A considerable amount of further dialog and study is anticipated in this area as the commission addresses with increasing vigor the statewide implications of the relationship between program planning and review and resource reallocation.

Professional Education Review

As part of the process of statewide program review, the commission has identified two areas of professional education for intensive study and review during the remainder of 1977 and early 1978—programs for the preparation and inservice education of teachers and nurses. Each of these will be the subject of intensive review by blue-ribbon panels especially constituted for the purpose, and the experience gained in the studies of these two areas is expected to serve as a guide for further studies in other areas such as engineering and doctoral programs, all with a view to determining a proper balance between the needs of the state and the optimum allocation of its resources.

Role and Mission

Outreach Program

Continuing Education

Student Aid

Other activities of the commission during the year included further refinements in the draft *Role and Mission Statements* for the several higher education sectors and institutions in Colorado, building on the previous work of the roles and missions task force, and looking to the incorporation of such statements as anchor points in the revised state plan. The staff also continued coordination of the statewide Outreach Program, which provided more than 5,000 off-campus classes throughout the state with over 81,000 individual enrollments; continued responsibility for administration of the statewide community service and continuing education program supported in part by federal funds and involving participation by 14 of Colorado's public and private institutions; and continued development, with expanded state support, of the Colorado student financial aid program.

CONNECTICUT

Commission for Higher Education
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Samuel B. Gould, Chancellor Pro Tem

Enrollment Decline

For the first time in two decades, total enrollment in Connecticut colleges and universities declined. Total enrollment for fall 1976 was 146,470, a 2 percent decrease from 1975. Full-time enrollment (87,031) decreased by 1.9 percent and part-time (59,457) by 2.2 percent. In the public sector, all categories of enrollment showed decline while modest increases occurred in the independent colleges. Due in part to changes in definitions of student classifications, the sharpest decline was in the state technical colleges with a 9.4 percent drop. Throughout the public system unexpected declines occurred in part-time enrollment. A general pattern of decline in first-time, full-time enrollments can be related to the lack of significant increase in the total number of students graduating from high schools in Connecticut, the decrease in the college continuation rate and an increase in the number of public high school graduates leaving the state. Additionally, an important fact concerning enrollment is that although general decline characterizes the public system, in many specific program areas, perhaps most notably health-related fields, demand is higher than the current programs can accommodate due to funding limitations. It is more difficult to isolate the possible causes for the decline in part-time enrollments. Two facts that may be related to the part-time decline are a decrease in the number of veterans and a slackening in the growth rate of women enrolled part-time.

Degrees Awarded

A total of 26,613 degrees were awarded during the 1975-1976 academic year, a 2 percent increase from the previous year. The numbers of associate (5,054), bachelor (13,870), and advanced and professional degrees (7,689) all increased marginally from 1974-1975. An estimated 6,575 students received financial assistance awards totaling approximately $3.4 million during the 1976-77 academic year. These funds were available through six grant programs administered through the commission's financial aid division and do not reflect other commission-administered programs that indirectly provide financial aid to students, such as providing independent institutions with funds to support Connecticut students and contracts to provide spaces for Connecticut students in out-of-state schools of optometry and veterinary medicine, nor do they reflect tuition waivers which public colleges may grant to up to 10 percent of their students. The largest program is the State Scholarship Program that provides awards to both undergraduate and graduate students. Students served by all programs attended over 400 institutions in 38 states. Operational services for two grant programs, previously administered under contract with the Educational Testing Service, are this year being transferred to in-state capability.

Student Aid

Appropriations

Appropriations for 1977-78 over 1976-77 will allow little growth or qualitative improvement in areas such as program, library acquisitions, maintenance and other projects. Although the 1977-78 appropriation of $161.2 million is a 14 percent increase over the spending level for 1976-77, a major proportion of the increase will cover the added costs of salary increases negotiated in Connecticut's first round of collective bargaining. Excluding the costs of the collective bargaining contract, the increase approximates 5 percent. The Commission for Higher Education recommended a budget of $164.1 million, a 16 percent increase. The 1977-78 appropriation does provide an increase of $1.1 million to move closer to a long-term funding goal for the state's program to provide financial assistance to Connecticut students enrolled in the state's independent

Salary Increases

Aid to Private

colleges and the increase brings funding for the program to $4 million. The appropriation also includes increased funds to allow the commission to contract with independent colleges and postsecondary proprietary schools licensed by the State Department of Education for programs, facilities and services not available in the public sector. The commission was not successful, however, in obtaining increased funds for other student financial assistance programs.

Budget Process Study Committee

An ad hoc budget committee was established this year, composed of commission and non-commission members, that is charged with reviewing the budget process and making recommendations for an improved budget system. It has been asked to suggest a budget system to provide decision makers with sufficient information and analyses to make choices in higher education that will best serve the state. The establishment of the committee is an expression of long-standing concern about shortcomings in the existing budget process. The committee will identify ways to judge institutional needs and aspirations against potential resources and to assess merits of ongoing programs against new program and service needs. It is hoped the committee will identify objective criteria by which needed support levels can be measured, in such areas as faculty salaries, workload, student-faculty ratios, staffing patterns, class size and space utilization, effects of changes in curriculum and methods of instruction and support for research and public service activities. The committee has agreed that objectives of the budget process should include: (1) adequacy of support to accomplish institutional missions; (2) equity, though not equality of support by constituent unit, compatible with institutional missions; and (3) accountability of the funded agency or unit in expenditure of its funds and discharge of its responsibilities, with continued support for the practice of postaudit, rather than the existing preaudit, for higher education. Monthly expenditure control programs written by the commission's management information system (MIS) staff have been found to greatly benefit both the colleges and the commission. Monthly and annual summaries allow analysis of spending in terms of overheads and educational outputs as well as provide a historical base for program budgeting and planning. Three MIS data file formats have been established to receive data from the colleges in a standardized machine readable form (card, tape or disk).

Information Control Programs

Collective Bargaining

The first collective bargaining agreements for public higher education were negotiated this year. It is unlikely that the precedent thus established will be reversed, particularly in view of substantial pay increases realized after a number of years without significant salary increases. The two-year contracts will be costly and it is predicted that appropriations in future years will not increase to levels necessary to meet the contractual commitments without causing severe pressures on other programs and services. Unions representing faculty and professional employees of each of the four constituent units of the public system negotiated with their respective boards for a total of six separate contracts. The Commission for Higher Education plays no formal role in the negotiations. Nonprofessional employees were covered in a contract between a union representing all classified state employees and the State Department of Personnel. For the University of Connecticut the contract essentially preserves traditional governance and personnel policies, the state college contract enhances responsibility of college senates in matters of local governance and the state technical college contract represents the first codification of previous operating procedures. A new provision included in the regional community college contract provides for binding arbitration for faculty grievances concerning discipline and dismissal.

Commission Restructure Study

The governance structure of higher education, an unresolved issue in the 1976 session, was one of a number of significant controversial issues in 1977. Between

sessions, two studies of import for the reorganization of higher education were conducted. The first, a blueprint for reorganization of the executive branch of state government, was developed by a commission appointed by the governor to study and make recommendations concerning the structure of state government. This commission (the Filer Commission) recommended that higher education be placed in the executive branch of government under a single board for all public higher education or some other structure to be recommended by the system of higher education. The legislature's program review and investigation committee, charged to consider the structure of higher education following a deadlock in the last session, also submitted recommendations. The recommendations of this committee, the legislature's education committee and those made by the Filer Commission were incorporated into a bill for reorganization. In addition, a separate bill abolishing the Commission for Higher Education and replacing it with a board of higher education was passed. Some public governing boards called for establishment of a coordinating council composed entirely of representatives of trustees of the public colleges and with representation of independent colleges. The Connecticut chancellor pro tem favored a strengthened board of public members.

New Coordinating Board

The bill that was finally adopted establishes a 20-member coordinating board. The compromise and process-oriented elements of the legislation are evidenced in the charge that the new board shall present to the legislature, by January 1979, a proposal for the "organization and responsibility of the higher education structure." Membership of the board will include 12 representatives of the public, 6 appointed by the governor and 6 by legislative leaders; 5 representatives of the boards of the public constituent units; a representative of the independent colleges and 2 students. The secretary of the State Department of Education serves ex-officio. The legislative mandate to the new board clarifies and modestly strengthens powers held by the Commission for Higher Education, and the board, through the establishment of statewide policy, will govern the system of higher education. In addition, the board is charged with specific oversight responsibilities, including development of a consolidated budget, and service activities of the commission such as the maintenance of an information system are also to be continued by the Board of Higher Education. The legislation becomes effective on August 1, 1977 and the legislature authorized a supplemental $100,000 for transition activities and to implement the information system.

New Student Aid Agency

New legislation established a 13-member State Student Financial Assistance Commission, to replace the State Scholarship Commission, that will be responsible for the establishment of procedures, through the development of administrative regulations, for the award of financial assistance in the three state-supported programs. The new commission also is charged to "increase the availability of state financial assistance programs to all segments of the state population, with significant attention to those with special needs...." Another provision of the legislation makes Connecticut residents enrolled in postsecondary proprietary schools licensed by the State Board of Education eligible for the state scholarship program.

Missions Task Force

One of the first reports received by the new Board of Higher Education will be the work of a task force on missions of higher education in Connecticut. Like the ad hoc committee on the budget, the missions task force is composed of commission members, educators and representatives of the public. The task force was charged to "define the overall mission of higher education in Connecticut, and in particular, of its several public constituencies..." The mandate also indicated that the task force, as it deems appropriate, may comment on the structure and

governance of the public system and on interaction between the public and independent sectors as these factors may relate to individual and collective mission. The task force has met with representatives of all of the constituent units of the public system and of the independent colleges to discuss current mission statements and a report of deliberations including a position statement will be provided to the new board in fall 1977.

DELAWARE

Delaware State College
Dover, Delaware 19901
Luna I. Mishoe, President

Postsecondary Education Commission
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John F. Corrozi, Executive Director

Student Aid/Reciprocity

The Delaware Postsecondary Education Commission completed a study of student financial aid as it relates to interstate scholarship reciprocity. The commission's recommendations for the reorganization of the state's scholarship programs strongly supports reciprocity with neighboring states. The reorganization plan is presently before the state legislature.

Gerontology Education

The commission completed a study on the status of gerontology education in the state, and has received a grant to assist its planning activities aimed at the cooperative development of gerontology programs.

Governor's Aide

The governor established a new staff position in his office in April 1977 — special assistant for education — who will be the governor's chief liaison with the state's education communities.

Private Colleges:
1) Merger
2) New Association

Brandywine College, a two-year private college, has affiliated with Widener College of nearby Pennsylvania. The two colleges have retained their respective identities and state charters, but share a board of trustees and president. The law school of Widener College, with an enrollment of approximately 700 students, will be located on the Brandywine College campus. The Delaware Association of Independent Colleges was formed in March 1977, marking the first formal approach to a unified voice for the independent colleges of the state.

Sea Grant College

In May of this year, the University of Delaware was elected to full membership in the University-National Oceanographic Laboratory System (UNOLS). With this recognition, the university joins only six other major marine institutions in the United States that are recognized both as Sea Grant Colleges and as members of UNOLS.

Freshman Honors

The university's freshman honors program finished its first year of operation and was judged an unqualified success. The program provided 150 highly motivated and academically superior high school students with the opportunity to complete the senior of high school and the freshman year of college concurrently.

Interinstitutional Program

A new formal agreement between the University of Delaware and Delaware State College has established a program to enable students at Delaware State to enter an engineering degree program at the university and to promote cooperation in educational enterprise between the two institutions. Delaware State students who complete the program will receive a degree in an engineering discipline by the university. Under the cooperative program, students will complete their initial two years at Delaware State and then transfer to the university. An option in the program allows students at Delaware State to

obtain an additional degree in chemistry, mathematics or physics from Delaware State by completing additional courses.

Tuition and Fees

New lower tuition and room rates have been set for 1977 summer sessions at the University of Delaware. The per credit hour rates are the same as last year, but the maximum tuition charge will result in savings for those who enroll for more than three credits. Delawareans taking six undergraduate courses can save $74 and nonresidents, $206. This spring the university opened a psychological services training center to provide training for advanced doctoral students in psychotherapy and psychodiagnostics. This training is one of the practicums some of the doctoral students will complete before receiving their degrees. The college of business and economics has developed a new minor in business administration, created to provide students in areas of study other than business with a broad educational experience. The college of education has initiated a self study of the programs and personnel of the college as part of a university-wide process of long-range planning on institutional program priorities.

Psychological Training

New Business Program

Two-year College:

New legislation affecting Delaware Technical and Community College was somewhat limited during the past year and related principally to matters pertaining to staff salaries. One measure provided for the elimination of the cost-of-living salary increase as of April 1st for all state employees and several executive orders provided financial constraints to the college as a whole, including one extending a construction freeze. Because of financial problems of the state, it has been impossible to expand program offerings during the past year. State appropriations included a 6 percent increase over the past year that fell short of the inflationary factors in operational costs.

1) Salary Increases

2) Financial Constraints

The legislature continued the community college student aid appropriation of $25,000 that will provide additional aid to economically disadvantaged students and help maintain the open door policy. These state funds, augmented with a variety of federal student aid funds and the college's private resources, greatly enhance the opportunities for needy students. The college continues its policy of offering tuition-free admission for senior citizens in any existing courses for which they are eligible, with a small registration fee constituting their total cost.

3) Student Aid

Community college enrollment continued to grow during the past year. Full-time enrollment of 4,265 was reached during the first quarter of fiscal year 1977. A new dental center at the Wilmington campus opened in September 1976 offering associate degree programs in dental assisting and dental hygiene. A dental clinic is a component of the center, providing services to low-income children of the area, needy adults and senior citizens. This combined facility provides an opportunity for practical experience in team dentistry for students as well as a major community service function for the college.

4)Enrollments

5) Dental Center

Under Title III of the federal Higher Education Act, the community college received $100,000 in the area of curriculum development, for developing a measurable learning system. The opportunities provided included workshops, course tuition, released staff time for curriculum development, consultants, professional memberships, conference attendance and the acquisition of professional materials. Additionally, the college was included in the four components of the ACCTion Consortium, a consortium of two-year colleges funded under Title III for approximately $1.5 million. These consortia provided technical assistance, exemplary visitations, conferences, workshops and resource materials. A partnership program has been initiated with the University of Delaware to provide new opportunities for graduate study collegewide. The program also

6) Measurable Learning System

7) Consortium

8) Cooperation

offers in-service education opportunities for college administrators on a continuing basis throughout the year.

Private College:
1) New Four-year Programs

In the fall of 1976, Wesley College offered its first four-year program in business administration. The State Board of Education has authorized a second four-year program that will offer medical technology. Wesley was designated the preretirement program center for the state and, with funds provided by the Delaware Division of Aging, has been conducting seminars at five different locations in the state to assist persons 50 years of age and above to prepare for retirement.

2) Retirement

Tuition & Fees Increase

As the legislature did not increase its appropriation for Delaware State College, the Board of Trustees voted to increase the tuition by $60. Only out-of-state students pay tuition fees. The comprehensive college fee for 1977-78 reflects a $40 increase. While the room fees remain the same for 1977-78, the board fee increased $50.

Learning Skills Center

Delaware State College was awarded a $2.5 million educational grant from the U.S. Office of Education to improve and expand its programs over the next five years. Special programmatic thrust will be given to the learning skills center, which will add mathematics in 1977-78 to its existing program of reading, writing and speech. Projections over the next three years include strengthening of the program and expansion of the services to a more diversified and larger student population. The center proposes to require all freshmen to take the reading and writing programs. A procedure will be designed to allow students to receive credit for work which is done in the learning skills center.

Nursing Education for Disadvantaged

Many minority students are unable to enter existing educational programs and are denied opportunities to receive a professional nursing education. In order to provide a quality low-cost education for the citizens of Delaware and to insure that the nursing and health needs are met, it has been determined that the nursing program at Delaware State College should receive high priority. This program is geared to meet the needs of average and disadvantaged students with potential.

Computer Center

The necessity of teaching students how to use the computer in activities they plan to pursue in their careers after leaving college has given a particular urgency to expanding the use of computers in the instructional program at Delaware State. The collegewide computer center will place an emphasis on faculty training and technical assistance with arrangements for faculty members to use the facilities to put their training into practice.

Continuing Education

As more and more students are enrolling in continuing education programs across the country, Delaware State is assuming its responsibility for educating those adults who are interested in continuing their education. The continuing education program seeks to provide a wide variety of educational services consistent with contemporary American life and future needs. Instead of an eight-week period, during the 1977-78 academic year, student teachers will practice teach one full semester. Because certain teacher behaviors take time, it is felt that the eight-week period was too short a period.

Student Teachers

Honors Program

An honors program was designed at Delaware State to provide an avenue for intellectual inquiry and creative effort by students of high academic ability. The program allows a student a special opportunity for independent study and research and to pursue a high level of scholarship. Additional funding will permit interdepartment colloquia, research seminars, workshops conducted by faculty and visiting scholars and field trips to cultural and educational events.

Collective Bargaining

About 85 percent of the Delaware State College faculty voted in favor of the American Association of University Professors as their collective bargaining agent. An appeal challenging the inclusion of the department heads in the bargaining unit is pending in the superior court.

DISTRICT OF COLUMBIA

Commission on Postsecondary Education
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Eloise S. Turner, Executive Secretary

Consolidated University

The three public institutions of higher education — D.C. Teachers College, Federal City College and Washington Technical Institute — will be consolidated into a single management structure by August 1, 1977 under the Board of Trustees of the University of the District of Columbia. Although administrative management will be fully consolidated immediately, academic programs will not be merged for the first year of consolidated operation and the board has authorized the academic programs of the three institutions to remain in place pending academic merger. The campuses of the former institutions have been redesignated Georgia Avenue/Harvard Street Campus, Mount Vernon Square Campus and Van Ness Campus. The university will continue development of campus sites at Mount Vernon Square and Van Ness, which upon completion are expected to accomodate a combined total of approximately 13,000 full-time equivalent students. The board expects to name a president by August 1, 1977.

Institutional Licensure

A second significant action resulting from the consolidation legislation, which removed the educational licensure function from the public governing board, was the passage of a law establishing an Education Licensure Commission. The commission's responsibilities will include the licensing and promulgation of standards, criteria, rules and regulations for all private educational institutions in the District of Columbia and the maintenance of the records of defunct institutions. The large number of out-of-state and foreign institutions located in the District of Columbia will complicate the fulfillment of these responsibilities.

Student Loans Problem

The District of Columbia's major postsecondary education problem during 1976-77 concerns the D.C. guaranteed student loan program. An unexpectedly high rate of defaults, causing the inability of the city to secure outstanding loans, resulted in the refusal of the consortium of participating banks to negotiate a loan agreement for 1976-77 before receiving repayment for all existing defaults. Negotiations among the D.C. and federal governments and the banks are attempting to resolve the problems. In the meantime, the D.C. program has been suspended until 1978-79 to allow time for a managerial reorganization, with the federal program being effected during the interim. The

Student Aid

saddest aspect of the situation is that students currently needing financial assistance are suffering from the actions of those who have completed their educations. However, the D.C. State Student Incentive Grant Program has been operative and very effective since the summer of 1976, alleviating the problem for some undergraduates.

Education for D. C. Residents

The Commission on Postsecondary Education continues its responsibilities for Section 1203 planning, Title I and Title VIA. A study has been completed showing that the District of Columbia provides public higher education to a significantly smaller percentage of its residents enrolled in higher education than does any state. On the other hand, the private institutions do educate a

comparatively high proportion of "home state" residents and D.C. residents enrolled in graduate and first-professional programs are accommodated almost entirely by out-of-state and D.C. private institutions.

Continuing Education

The Title I program has continued to be very productive with particularly effective projects undertaken by George Washington University in paralegal training and legal assistance for the elderly, by Georgetown University in technical assistance to advisory neighborhood commissions (which are a formal component of the D.C. legislative structure) and by the University of the District of Columbia Mount Vernon Campus in continuing education for older adults. The commission has also participated in vocational education planning and is developing improved liaison with the University of the District of Columbia Board of Trustees and with the Consortium of Universities.

Liaison

Private Consortium

In the private sector, the Consortium of Universities of the Washington Metropolitan Area, now into its thirteenth year, continues to foster more effective cooperation among the member institutions as they become increasingly more involved in urban affairs. Efforts toward the elimination of unnecessary duplication, decrease in costs and increase in quality are continuing through the implementation of a carefully planned study to achieve these major objectives at the consortium institutions. At the local and federal levels of government, the consortium has adopted policies for joint responses to pending legislation affecting the member institutions.

FLORIDA

State University System of Florida
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E. T. York, Jr., Chancellor

Emphasis on improving quality through a commitment to adequate funding, ratification of the first two-year collective bargaining contract with university faculty and appointment of a statewide citizen commission to study the future of Florida's public universities highlighted the past year in the State University System of Florida.

Appropriations

After approving a $5.7 billion state appropriations bill in mid-June, the 1977 legislature enacted new taxes required to fund it fully and adjourned its second special session June 24. The legislature was dead-locked throughout the regular session and to the end of the second special session over house efforts to pass a one cent increase in the state sales tax to provide increased funding for education and other programs and the senate's firm position of funding smaller increases through other tax sources — the latter position finally prevailed. Total general revenue appropriations for the education and general budget authorized for 1977-78, including salary increases and library book improvements, are $222.9 million, an increase of 17.5 percent. General revenue appropriations for the university system total $318.8 million, an increase of some $46.7 million, representing one of the most significant one-year advances in funding in the system's history. It should be noted that the major funding increases in the past were in large measure associated with, and in fact justified by, large increases in enrollment. The increase in appropriations for next year was made despite a projected decline in enrollment.

Salary Increases

Overall salary increases authorized for career service personnel in the system total 8.75 percent and increases for faculty, administrative and professional personnel are funded at 5.87 percent — a figure that can be increased to 7.1 percent by application of salary savings resulting from hiring new personnel at less than the average salary.

Library Funding

A major advance was made in the area of library funding, with $10 million appropriated specifically for library resources in addition to the normal level of library funding.

Capital Outlay

About $26 million was appropriated to the State University System in fixed capital outlay funds. Of the $26 million, about $20.5 million will be utilized for priority list projects, with the remaining $5.4 million designated by the legislature for spending on other special university projects.

Commendations

Two significant actions during the year publicly acknowledged and commended efforts of the State University System to improve the access to and quality of university programs and to reduce administrative costs and improve management of the nine universities and the Board of Regents office. In an unprecedented action, the Florida Cabinet unanimously adopted a resolution commending actions of the system designed to improve accountability and to conserve tax dollars. "State Universities Appreciation Day" was proclaimed by the governor in recognition of the universities' contributions to the people of Florida.

Collective Bargaining

Collective bargaining negotiations between the Board of Regents and the United Faculty of Florida, which began in April 1976, culminated in the fall when the board and the union reached tentative agreement on a two-year collective bargaining contract, later ratified by members of the bargaining unit and the board. Several impasse issues regarding salary and fringe benefits were later resolved, although the 1977 legislature failed to fund the full amount of the salary agreement.

Women's Salary Study

Responding to a legislative mandate, the university system conducted a study of faculty salaries to eliminate any inequities based on sex that might exist. As a result, more than 650 women faculty received approximately $800,000 in salary adjustments averaging $1,200. A new salary review is now under way that will include examination of both male and female faculty salaries.

Future of Public Universities Commission

Early in 1977, a 33-member "blue ribbon" commission on the future of Florida's public universities was appointed. The commission, advisory to the Board of Regents, has held a series of meetings to begin developing specific recommendations on ways in which the system can more effectively serve the needs of Florida and its citizens. In developing such recommendations, the commission was asked to examine major policy issues affecting public higher education in the state and to make suggestions for effectively dealing with those issues.

Role and Scope Study

The university system continued its role and scope study, one of several planning activities to effect changes in the delivery of services. The broad purpose of the study is to examine and redefine the mission of the system and to develop procedures for achieving this mission in an orderly and efficient manner. Coordination of the role and scope study and the academic program review, initiated in 1975, insures that the educational programs reviewed are examined within the context of the current and future mission of the system.

State-Related Research

For the fourth year, the university system continued to fund research projects specifically to investigate and help solve important state problems, especially those of concern to state and local government agencies. Through its state-related research program, the Board of Regents approved funding for 25 new projects from $1.5 million reserved from the 1976-77 budget.

Outreach and Service Commission

A two-volume report was completed by the Florida commission on educational outreach and service, an appointed commission charged with examining the instructional, research and service needs of the state and its citizens; identifying those needs that could be met by higher education institutions; and determining what part of them the system should meet. Cosponsored by the State University System and the Division of Community Colleges, the commission was composed of citizens from throughout the state representing both suppliers and users of higher educational services.

Division of Community Colleges
Department of Education
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Lee G. Henderson, Director

Two-year Colleges: 1) Appropriations

The 1977 legislature appropriated $179.3 million for aid to community colleges, an approximate 11 percent increase over 1976-77. In addition, $66,4[illegible] was appropriated for the continuation of the program for the Florida School of the Arts at St. Johns River Community College, which opened in fall 1976. The objective of this program is to provide training for the talented youth of Florida to prepare them for careers in the arts whether their particular interest is in performance, support or management.

2) Performance Standards

3) Local Control

4) Program Evaluation

The Division of Community Colleges, in conjunction with the 28 colleges, has developed and is now in the early stages of implementing a performance-oriented set of standards for the colleges. The standards are based on the steps involved in the local control of community colleges, and the use of the standards affords the colleges an opportunity to demonstrate to the state how well local control of community colleges is achieving the objectives for which community colleges were established. The division is now utilizing the evaluation of the performance of graduates as the principal element in program evaluation and in program renewal.

5) Fund Allocation

6) Management Information

The division, working with the colleges and other state agencies, has developed a system for the allocation of funds to the community colleges which takes into account more fully what resources each college needs. The community college management information system has been reviewed and modified to minimize college resources required for reporting as well as to optimize the availability of pertinent data required for state level and federal decisions.

7) Equal Opportunity

8) Articulation

A system has been developed under which the colleges take responsibility for assuring that minority and disadvantaged students have equal access to programs and equal opportunity to complete them. Working with the State University System through the articulation coordinating committee, a project has been organized to demonstrate the feasibility of the use of competencies as an alternative to course credit as the basis for articulation of postsecondary programs.

GEORGIA

Board of Regents of the University System
244 Washington Street, S.W.
Atlanta, Georgia 30334
George L. Simpson, Jr., Chancellor

The University System of Georgia, composed of 32 universities and colleges, continued to grow and develop at both undergraduate and graduate levels. The

Two-Year to Four-Year College

Board of Regents authorized the conversion of Kennesaw Junior College to senior college status effective fall 1978. Enrollment in the University System decreased 2.9 percent from the 1975 fall quarter to the 1976 fall quarter. In 1975, 128,994 students were enrolled and in 1976 the enrollment decreased to 125,269.

Enrollments

New Degree Programs

New degree programs approved during the year include a doctoral degree in sociology at Georgia State University and master's degrees in physical education and vocational education at the senior public colleges. Bachelor's degree programs in criminal justice and speech and drama were approved at the University of Georgia and at Georgia State University respectively, and programs in art, nursing and trade and industrial education were approved in three senior colleges. Some interest continues to be shown in cooperative programs. A dual degree (3-2) program was approved between Savannah State College and Georgia Institute of Technology, and career ladder programs in data processing and secretarial science were agreed to by the University of Georgia, Gainesville Junior College and a vocational-technical school. Two additional agreements between junior colleges and area vocational-technical schools to offer cooperative programs and four new majors under existing associate degrees, all in junior colleges, were approved during the year.

Cooperative Programs

Health Education

A total of 98 health professions programs are now offered in 27 units of the University System, with a 1976 fall enrollment of over 7,500. Nursing continues to have the largest enrollment of nearly 4,000. During the 1975-76 academic year, six new health programs were authorized — three associate, two baccalaureate and one master's degree. The emphasis on training health professionals remains high as distribution and shortages of qualified persons continue. The University System of Georgia health education programs have helped and will continue to help reduce these shortages.

Public Service and Continuing Education

Public service programs conducted in the system during 1975-76 reflected a high degree of awareness at the institutions of the need for extensive and diverse forms of higher education beyond those provided in the classrooms and laboratories of traditional campus settings. During the year, 6,913 nondegree continuing education programs were conducted with 3.6 million participants for almost 7 million participant hours. Typical programs conducted included conferences, seminars, short courses, workshops, symposiums, institutes, exhibits and demonstrations of techniques. There was progress in the system's program to facilitate increased use by state government agencies of public service programs and more than 1,861 persons participated in 57 development and training programs conducted for these agencies.

Research

The major research effort of the system takes place in the four university-level institutions. Some 2,000 proposals totaling more than $123 million were submitted to funding agencies during 1975-76 and over 1,500 grants totaling $47 million were awarded in support of previously proposed research activity.

Testing Program

The tests required in the Regents' Testing Program of all undergraduate student in all institutions are serving a good purpose. These tests, including the writing of an essay, do much toward seeing that all students have satisfactory competence in reading and writing. They are administered at the system level and each institution provides remediation for those students having difficulty with the tests. The University System's required special studies program, implemented in the fall of 1974, includes courses in reading, mathmatics, English composition and tutoring and counseling. In 1974, the students enrolled numbered 6,000. During 1976, enrollment reached almost 10,000 and test scores and student grades indicate that many are benefiting from this program.

Special Studies

Studies Abroad

Studies Abroad, 1977 will take this successful program into its 12th year. Established by the Board of Regents for the benefit of students from all system institutions, the program provides foreign study opportunity for selected students. The School of Arts and Sciences of Georgia State University is responsible for the general administration of the program, which is carried out under the executive responsibility of a director and a staff. All courses enable students to earn 15 quarter hours of "on-campus" credit in their respective U.S. institutions. Utilizing European cultural and historical centers under the direction of system faculty, the students participate in intensive language study with foreign professors, as well as review each country's civilization. This summer, for the first time, a Latin American program will be offered at the Ibero-American University in Mexico City. In addition to language classes, students will have access to a comprehensive selection of courses related to history, geography, sociology, economics and political science, offered in English and Spanish and complemented by 10 days in Yucatan.

Legislative Actions

Insurance

Student Aid

During the 1977 session of the Georgia General Assembly, some 47 bills and resolutions were passed of interest to the University System. Most of this legislation was routine, such as minor amendments to the Teachers' Retirement System Act and the Georgia Peace Officers Standards and Training Act. One particularly important act authorizes the purchase of liability insurance or contracts of indemnity or the formulation of sound programs of self-insurance for state agencies, including the University System. Other bills of interest were: (1) a bill designating the Board of Regents as the coordinating state agency to encourage the development and expansion of small business in Georgia, (2) a bill authorizing the guarantee of student loans without regard to the residency of the student, (3) a bill bringing custodial and maintenance employees under the Teachers' Retirement System—to become effective when funded and (4) a bill to increase the grants to students attending private institutions from $400 to $500 per academic year.

HAWAII

Board of Regents
University of Hawaii System
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Fujio Matsuda, President

Enrollments

The total registrations for fall 1976 at the 10 campuses of the University of Hawaii were 58,830, of which 76 percent or 44,712 registrations were in the regular credit program. Although total registrations declined by 5.2 percent, there was an increase of 3.6 percent in regular credit program registrations over the previous fall. Regular credit enrollments at Manoa, the large complex research university campus, and the seven community college campuses increased while there was a slight decrease at the university at Hilo, the rural four-year college.

New College

Access to Vocational Programs

West Oahu College, which opened its doors in January 1976 to upperdivision students, graduated its first class of six students at the May 1977 commencement exercises. A new plan to allow neighbor island students more access to vocational programs not offered on their home island was introduced by the community colleges in fall 1976. Students who qualify were reserved up to 20 percent of entering class space at the four Oahu community colleges.

Law of the Sea

Effective June 30, 1977, the Manoa campus assumed sponsorship of the Law of the Sea Institute currently based at the University of Rhode Island. The 11-year old organization serves as a neutral forum for scholars and government officials to study and discuss issues related to laws of the sea.

Teaching Fellowships

During the year, agreement was reached between the University of Hawaii and Tufts University's Fletcher School of Law and Diplomacy to extend jointly the concepts and activities of the Latin American Teaching Fellowship Program to Asia and the Pacific.

Faculty Development

The "Regents' Directive for Faculty and Staff Renewal and Vitality Plan" was adopted by the board on July 15, 1976, reaffirming the university's intention to emphasize the continuing need to improve and strengthen faculty and staff development as a means to maintaining and enhancing quality programs.

Budget Planning Guidelines

Due to financial stringency, budget planning guidelines for 1977-78 and beyond were adopted by the Board of Regents in February 1977 and widely circulated throughout the university. The guidelines call for examination of admission and retention policies of the major units, establishment of enrollment limits consistent with available resources by campus or program units, reexamination of administrative and support activities and consideration of minimum class sizes, low enrollment courses and low productivity programs. In May, a long-range planning policy integrating academic planning, capital planning and improvements and the operating budget was promulgated to all university administrators and faculty bodies.

Educational Development Plans

Educational development plans (EDP) for West Oahu College and Kapiolani Community College were approved by the Board of Regents in April. These plans provide the campuses with goals, direction, scope of operation, resource requirements and their priorities. All campuses are in the process of updating their EDPs by June 1978.

Personnel Classification

Efforts were begun university-wide to review the existing personnel classification system, especially in areas such as minimum qualifications for rank placement, reexamination of specialist and counselor categories, reclassification of technical staff and reduction of inequities in classification schedules among the campuses with different missions and complexity.

Salary Increases

During the year, negotiations with the faculty union and the administrative, professional and technical union were successfully concluded with an average compensation raise of one-step or equivalent increment on the salary schedule or $50 per month for each employee, whichever is higher.

Retirement

A post-65 retirement policy was placed into effect by the Board of Regents in September 1976 which specifies that retirement is mandatory for an employee unless the employee is the only qualified person for the position.

Personnel/Finance Study

An indepth study of the personnel and finance systems of the university was conducted by Arthur Young and Co., and the recommendations set forth are under consideration by the university administration.

Master Plan

The State Postsecondary Education Commission (1202) convened a special task force in January 1977 to develop a master plan for postsecondary education in Hawaii, including the state university, independent private institutions and proprietary educational institutions.

IDAHO

State Board of Education
Len B. Jordan Building, Room 307
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Boise, Idaho 83720
Milton B. Small, Executive Director

Board Responsibilities

The State Board of Education, with seven members appointed by the governor and the elected state superintendent of public instruction as an ex-officio voting member, has a wide range of statutory and constitutional authority giving the board responsibility for coordinating Idaho's entire public education system. Effective July 1976, the governor by executive order added to the board's authority, responsibility for the Disabilities Determination Unit of the Social Security Administration.

Appropriations

For fiscal year 1977-78, the Idaho legislature appropriated a lump sum of $54.2 million in state funds for general education programs at the four higher education institutions and the board allocated those funds among the institutuions. Higher education also received separate appropriations for special programs and construction. The balance of the 1976-77 contingency fund of $250,000, intended to cover emergencies at higher education institutions, was reappropriated for fiscal year 1977-78 and expanded to cover emergencies at all institutions and agencies under board supervision.

Salary Increases

The 1977 legislature continued its "longevity pay" policy, awarding salary increases for state employees of 2.5 percent for each 5 years of continuous service up to a maximum of 20 years. The legislature also approved a supplemental appropriation to make up a shortfall in higher education's 1976-77 longevity allocation and to make longevity benefits retroactive for employees of former junior colleges that have since joined the state system. Exempt state employees (including faculty members) received 5 percent cost-of-living increases and classified employees moved onto a new pay schedule with adjustments to a maximum of 5 percent. The legislature also approved merit increases amounting to approximately 2.5 percent of total salaries to be allocated by the board.

Junior College Funding

For 1977-78, Idaho's two junior colleges received general funds totaling $3,176,400. The legislature repealed a law requiring distribution of the lump sum by formula that provided for division according to the ratio each school's average full-time student enrollment bore to the combined enrollment at the College of Southern Idaho and North Idaho College. The legislature also approved increasing minimum annual tuition at junior colleges to $125 and set the maximum tuition at $200 per year.

Student Aid

In its fourth year of operation the state scholarship program awarded 35 scholarships of $1,500 each to outstanding Idaho high school seniors. The scholarships, 26 for academic studies and 9 for vocational training, will be renewed each year if satisfactory academic standards are maintained until academic students earn a first degree or vocational students complete training. Scholarship funds are appropriated by the legislature and grants may be used at any public or private institution in the state. During fiscal year 1976-77, 525 students received grants under the State Student Incentive Grant program using $145,592 in federal funds and a like amount in state funds ($60,000 appropriated) and institutional funds. For fiscal year 1977-78, federal support is estimated at $190,000 and the legislature appropriated $60,000 in state funds. The institutional match is not yet known.

Information Exchange

The board's staff continues to work with institutional research officers toward implementing the National Center for Higher Education Management Systems Information Exchange Procedures (IEP) to enable state institutions to "cost" all programs. IEP will be implemented during 1977-78, with the first reports issued in the fall of 1978. A residual benefit of the project has been identification of inconsistent practices and procedures at the various institutions.

Program Planning

Membership on the board's curriculum committee, comprised of higher education institutions' academic vice presidents, was expanded to include representatives of public schools and vocational education in an effort to coordinate more closely all aspects of public education in Idaho. The committee meets monthly to consider new program proposals, circulating proposals on campuses and eventually making recommendations to the board. During 1977-78, the committee will undertake, at legislative request, a study of current full-time student equivalency (FTE) definitions for academic and vocational enrollments.

Program Review

The board conducts annual curriculum reviews, which during 1977-78 will be expanded to include vocational as well as academic programs. For each review, departmental personnel conduct self-evaluations, out-of-state consultants visit campuses and participants meet for a two-day review to discuss programs and hear consultants' preliminary remarks, followed later by full reports. This year, the board reviewed continuing education, evening or extended day, and correspondence study programs; journalism and mass communication programs; and nursing education, including associate, baccalaureate and licensed practical nurse programs.

Degree Phase Out: Court Case

The Idaho Supreme Court, reversing a district court decision, held that an Idaho State University course bulletin did not imply any intention to continue to hold open a program for all declared majors. The decision reversed the district court injunction forbidding the board to phase out a bachelor of architecture degree program at ISU, a decision made in 1974. The court's majority opinion noted that while a private university offering such a program would not be able to revoke it if the students had in reliance on the offer spent substantial amounts of time, effort and money, but state institutions are free of that restriction under the sovereign immunity doctrine when engaged in the high-level formulation of state educational policy.

Regional Medical Programs

The state has entered the WAMI (Washington, Alaska, Montana, Idaho) Regional Medical Program of the University of Washington school of medicine. This contractual agreement guarantees Idaho access to 20 seats per year in a program that emphasizes family and rural practice and allows students to spend the first year of study on the University of Idaho campus.

Medical Education

By legislative action the state also participates in the University of Utah medical school program with state funds supporting seats for five Idaho students each year. Idaho has entered into a cooperative program with the Washington State University Northwest College of Veterinary Medicine to provide positions for 15 Idaho students per year. Also under board supervision are the family practice residency, a three-year postdegree program, and the dental training program with Creighton University. Idaho also supports WICHE* students in areas of dentistry, physical therapy, occupational therapy, optometry and podiatry.

Enrollment

Fall enrollment reports showed 25,080 students enrolled in academic programs, 3,181 in vocational-technical programs, 2,565 in community service programs such as adult basic education and noncredit continuing education and 4,961 in all junior college programs. A spring semester academic full-time equivalent comparison showed a total average increase of .1 percent from 1976 to the spring of 1977. The legislature has asked the board to begin a study of the FTE formula,

*Western Interstate Commission for Higher Education

now based on 15 hours at the lower-division level, 12 hours at the upper-division level and eight credit hours at the graduate level. Also under study are ways to measure similar efforts in vocational-technical education programs.

Program Inventory

The State Postsecondary Education Planning Commission (1202) advisory council completed its inventory of all postsecondary education opportunities in the state, including offerings by churches, businesses, special interest organizations and volunteer groups. The advisory council has been reorganized to consolidate various groups and has divided itself into working subcommittees, and is beginning a student profiles study focusing on needs and location of part-time students.

Student Profiles Study

Continuing Education

Reports for continuing education and special off-campus programs at higher education institutions and junior colleges showed fall semester enrollment of 2,407 and spring semester enrollment of 3,025. As a result of the curriculum review of continuing education, institutions are studying ways to implement a number of recommendations made by consultants, including uniformity in granting credit for short courses and workshops, cross listing of courses and faculty reciprocity and abolition of the distinction between extension and resident credit.

Out-of-State Regulation

The 1977 legislature approved a statute, effective July 1977, giving the State Board of Education authority to evaluate and register courses offered in Idaho by out-of-state institutions. Such courses are to be evaluated in comparison with similar programs offered by Idaho's postsecondary institutions and the board will establish criteria consistent with generally accepted professional standards relating to the use of false or misleading advertising, solicitation or false promises of employment. Violations of the act are to be referred to the attorney general for appropriate action.

ILLINOIS

Board of Higher Education
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James M. Furman, Executive Director

Appropriations

Fiscal year 1977 began and ended in debate about state funding for higher education programs and capital facilities. Following adjournment of the legislature in July 1976, the governor signed into law appropriation bills for higher education operations and grants totalling $805.5 million. Although this represented a 4.1 percent increase over fiscal 1976 appropriations, it was $24 million less than was appropriated by the legislature, $55 million less than recommended by the Board of Higher Education and $121 million less than requested by institutions and programs. For higher education capital improvements, the governor signed appropriation bills totalling $3.8 million, compared to a board recommendation of $97.9 million. In mid-December, the legislature overrode part of the governor's veto actions and restored $17.1 million for operations and grants, although part of these funds lapsed during the year. The legislature also restored $17.3 million for capital projects. As a result, higher education employees received a 2.5 percent salary increase for the first five months of the fiscal year and 4.5 percent for the remainder of the year.

Salary Increases

1978 Budget

In January 1977, the Board of Higher Education recommended to the governor and General Assembly a fiscal 1978 operations and grants budget totalling $924.2 million, which represented an increase in state appropriated funds of $108.1 million. The board recommended nearly $137 million of new capital projections. In February, the governor requested that the board allocate his budget figure, which represented a $50 million increase in state general revenue funds. Later, the governor indicated he would support a higher education capital budget of approximately $23 million. The governor's budget provides 5 percent for higher education salary increases, half of which at public universities would be derived from a tuition increase to an average of $90 for undergraduates and $120 for graduate students. Tuition has not been increased since fall 1972. As the legislature neared adjournment at the end of June 1977, the appropriation bills reflected essentially the governor's budget.

Tuition Increases

Tax Support Decline

In April 1977, the board compiled data that indicated that Illinois, in comparison to six other large industrial states, ranked last in terms of the percentage increase in state tax revenue support for higher education between fiscal 1973 and fiscal 1977. In Illinois, general revenue fund appropriations for higher education, as a percent of total appropriations, declined from 23 percent in fiscal 1967 to less than 16 percent in fiscal 1977. Since fiscal 1971, salary increases at public universities have fallen behind inflationary increases by 27.6 percent. Nonpersonnel price increases have fallen behind inflation by 22 percent.

Enrollments

Total degree headcount enrollment in all Illinois colleges and universities for the fall of 1976 was 665,997, which represents a 1.5 percent increase, compared to a 11.6 percent increase in enrollments between 1974 and 1975. Public community college enrollment increased by 2.8 percent and private institutions by 3.4 percent, while enrollments in public universities decreased by 2.1 percent.

Student Aid

An annual survey by the board indicated that there was $354.6 million in financial aid available to students during fiscal 1976. State funds increased to $125 million, federal assistance increased to $106 million and institutional and other funds increased 18 percent and 40 percent, respectively. Financial assistance to community college students increased 53 percent, while increasing 13 percent for students at public universities and 28 percent at private institutions. In March 1977, the board allocated $24,000 for training programs for the purpose of developing at institutions a computerized student Financial Aid Management System (FAMS).

Program Approval

During the past fiscal year, the Board of Higher Education approved 62 new associate degree programs and 72 new certificate programs for the state's 51 public community college campuses. For public universities, the board approved 26 new degree programs and 8 administrative units, recommended against instituting 18 programs requested and deferred consideration of more than 40 others.

Off-campus Guidelines

During the past year, the board adopted new policy guidelines concerning the development of off-campus programs by public universities. The major requirements of these guidelines are that board approval is required if no on-campus residency requirement is mandatory and the program requirements can be completed at an off-campus location, and if the minimum credit hours required to complete the program are offered at an off-campus location. As part of its ongoing planning responsibilities, the Board of Higher Education authorized several studies this past year. The topics to be studied include: (1) organized research at public universities, (2) library resources and services, (3) graduate education programs in the Chicago metropolitan area, (4) special assistance

Special Studies

programs in public universities, (5) teacher education supply and demand and (6) part-time students. Reports and recommendations in two of these areas were presented during the year.

Increased Health Education and Care

In response to a legislative resolution and a request by the governor, the board studied ways in which to increase health education opportunities for residents of the South Side of Chicago and retain more health-care professionals in that area. The study, in cooperation with State Department of Public Health, resulted in a recommendation that there be an expansion of existing enrollments at the University of Illinois medical center, the establishment of primary care residencies in South Side hospitals and the development of ambulatory care centers in the area. An appropriation of over $200,000 was recommended to the legislature and the governor to begin planning stages of this program. In June, a report received by the board indicated that Illinois has achieved goals set in 1968 for expanded training of health-care professionals by private institutions. This is due in part to $96 million in state aid to private colleges and universities and nonprofit hospitals since fiscal year 1970. Enrollment of Illinois residents in such institutions increased by 142 percent in medical schools, 84 percent in dental schools, 1,000 percent in nursing programs and 318 percent in allied health programs.

Aid to Private: Health

Teacher Education

One of the master plan recommendations adopted by the board in February 1976 was for a continuing study of the supply and demand for elementary and secondary school teachers and administrators. The study was conducted jointly by the board and the State Office of Education, under the auspices of the Joint Education Committee, which consists of members from both agencies and is charged to consider policy issues of concern to all levels of education. In June 1977, both boards approved the report recommending that colleges and universities continue to reduce enrollments in undergraduate education programs, that there be a reduction in the number of individuals who secure teacher certification by transcript evaluation and that undergraduate education faculty at public colleges and universities be reduced.

Educational Television

In April 1976, the board established an ad hoc educational television commission to study and make recommendations concerning the development of ETV in Illinois. The commission representing all sectors of education, has reported to the board recommending the establishment of a permanent coordinating commission to relate to consortia of existing ETV licensees. During the current fiscal year, the board allocated state grants totaling $100,000 to three such consortia.

Graduate Programs

In June 1977, the board received a report concerning graduate programs in the education professions in metropolitan Chicago. The report recommends a limited moratorium on new programs in the area, development of a limited number of inservice programs at the master's degree level in certain program areas and the development of doctoral programs at the University of Illinois, Chicago Circle, for full-time students.

Voc.-Tech. Coordination

In addition to being involved in the establishment of the ETV commission and recommending the study of teacher education supply and demand, the Joint Education Committee during the past year also appointed a standing task force to assist in the coordination of vocational education at all levels. The committee recommended to the U.S. Office of Education a single reporting system and taxonomy regarding the collection of data from the states about vocational and technical education. During the past year, the Board of Higher Education published an inventory of degree programs offered by Illinois four-year colleges

Degree Inventory

Management Information

and universities and continued development of a computerized management information system, which will be completed by the end of fiscal 1978.

Government Reorganization

During the year, the General Assembly conducted public hearings on recommendations of the Task Force on Governmental Reorganization. One of the recommendations of the report is to abolish public university governing boards and the community college board, and have all governing boards report directly to the Board of Higher Education. The board has opposed these recommendations.

INDIANA

Commission for Higher Education
143 West Market Street
Indianapolis, Indiana 46202
Van P. Smith, Acting Commissioner for Higher Education

Appropriations

Legislative activity affecting postsecondary education during the 1977 session focused on the appropriations issues for the 1977-79 biennium. Considerable debate occurred on student fee increases within the context of the appropriate student financial contribution to the overall educational costs. The Commission for Higher Education recommended a budget to the legislature based on about a

Tuition Increases

7 percent increase in overall student fees each year of the biennium. The appropriations bill for postsecondary education essentially incorporated this recommended fee increase. Out-of-state student fee increases ranged from 2 to 3 times the change in the in-state student increase.

Capital Projects Approval

A statute dealing with higher education capital projects was enacted. Basically the statute requires General Assembly approval of all construction projects costing more than $250,000 and all purchase or lease purchase projects of more than $150,000 that are to be paid by state appropriated dollars or bond sales, the annual debt service costs of which are to be covered by dedicated student fees. Furthermore, all construction projects of a cost greater than $90,000 and all purchase or lease purchase projects costing more than $50,000 must be reviewed by the commission and approved by the governor upon recommendation of the budget agency. Also, the limit for commission review of repair and rehabilitation projects was raised from $50,000 to $250,000 and all outstanding but unused residence hall or performance building bonding authorizations were cancelled.

Student Aid
"Sunshine" Law

Other notable legislative actions included the creation of a State Student Assistance Authority and a "sunshine" act. The former includes the reestablishment of a guaranteed student loan program while the latter requires that all deliberations and actions of public agencies be conducted in open session.

Continuing Education

The commission will be concluding a major study of continuing education with a resulting plan for the coordination of institutional related activities. Another major undertaking has been a cost study involving both public and independent

Cost Study

sectors. One primary objective of the cost study is to develop alternative models for funding postsecondary education.

KANSAS

Board of Regents
Merchants National Bank Tower
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Topeka, Kansas 66612
John Conard, Executive Officer

Appropriations

The 1977 legislature enacted several bills that will significantly affect the Board of Regents and its institutions, including appropriations of $169.7 million from the state general revenue fund for operating the institutions, an increase of 6.7 percent, compared with an 11.5 percent increase the previous fiscal year. Capital improvement appropriations for fiscal year 1978 from the general, education building and federal revenue sharing funds amounted to more than $24 million, compared with $22.9 million for fiscal year 1977. Appropriations of $10.2 million from federal revenue sharing funds and $17.2 million from the educational building fund also were made for the next two fiscal years (1979 and 1980). A legislative postaudit report released during the session questioned the need for additional construction at some of the campuses and resulted in close legislative scrutiny being given to the whole area of capital improvements. Final action of the legislature, however, was to approve the capital requests with only minor reductions from the original recommendation of the governor and regents. The legislature approved a 6 percent faculty salary increase and a 7.5 percent increase in other operating expenditures at six of the regent institutions and a 7 percent salary increase and an 8.5 percent increase in other operating expenditures at the other. The regents had recommended 7 percent faculty salary increases and a 10 percent increase in other operating expenditures.

Capital Requests

Salary Increases

Colleges Name Changes

Apart from appropriation measures, probably the most significant legislation affecting the board or its institutions was that which authorized name changes for the three state colleges. These names were changed to Emporia State University, Pittsburg State University and Fort Hays State University. The legislature continued its support for medical and allied health education. In addition to continuing support for the purchase of seats in schools of dentistry and optometry, it approved the purchase of 10 seats for Kansans in colleges of osteopathic medicine and established loans for up to 10 Kansas residents who agree to practice in Kansas for a minimum of two consecutive years.

Health Education

Public Television Board

The legislature acted on several other proposals dealing with higher education. A three-member public television board was created, comprised of the secretary of administration, the executive officer of the Board of Regents and the commissioner of education, which is authorized to administer all funds, public and private, available for public television and to enter contracts. The board may grant moneys to plan the activation of public television channels to serve areas not now covered, to assist in the operating costs of public television stations and to provide interconnection facilities.

Junior College Funding

Junior colleges were removed from the application of the property tax lid and their credit hour aid was raised from $15.50 to $16.50, a $420,920 increase. The governor vetoed a bill to extend state aid to junior colleges for credit hours in excess of the present 64-hour limit.

Open Meetings

Meetings subject to the open meetings law are now defined to mean "any prearranged gathering or assembly by a majority or a quorum of the membership of a body or agency subject to this act for the purpose of discussing the

business or affairs of the body or agency." The notice provision has been enlarged to include both regular and special meetings and motions to recess to an executive session must include justification, subjects to be discussed and time and place of resuming the open meeting.

Budget Formula

Several topics of mutual concern to the regents and the legislature have stimulated a number of special studies that are currently in progress. The board has commissioned a task force on funding comprised of a cross section of representatives from the regent institutions and directed by members of the regents' staff to prepare recommendations for a formula approach to budgeting based on actual instructional costs of programs with the goal of implementing such a budgetary change in fiscal year 1980. This project is well underway and the target date appears to be a realistic goal. In response to budgetary questions raised during the last legislative session, special ad hoc committees have been appointed to develop recommendations related to the coordination of library services among regent institutions and to analyze the nursing programs and services offered and needed within the system of higher education. The library report, recently completed, contained several recommendations for improving coordination, which were adopted by the board and will be forwarded to the next session of the legislature. The nursing study is not yet complete, but will likely result in programmatic recommendations that will eventually require board and legislative approval and support.

Library Study

Nursing Study

Extension Guidelines

The 1202 commission recently requested representatives of the community junior colleges, the private colleges and the regent institutions to work toward the development of joint guidelines for the offering of extension programs by all of the postsecondary institutions in the state. A group has recently begun study of this topic and recommendations are expected in time for review by the next legislative session. The board is preparing an energy document for distribution to each state university and to legislators and government officials that will make recommendations on implementing energy conservation measures. It will include both the quick-action type measures and the projects usually requiring funding for refitting or converting existing systems.

Energy Conservation

KENTUCKY

Council on Public Higher Education
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Harry M. Snyder, Executive Director

Roles and Missions

In Kentucky during 1976-77, comprehensive planning for the establishment of a better coordinated system of higher education continued to be the principal effort of the Council on Public Higher Education. The activity considered to be of the greatest consequence was the development and adoption by the council of revised role and mission statements for Kentucky's eight public universities. Although roles and missions for the institutions were spelled out in state law, they were too broad and without specifics and details leading to a coordinated balance of programs and responsibilities. The new statements, which assign more specific roles, laid the groundwork for future programs at each of the public universities and for their financial support in the future.

System Principles and Policy

The role and mission development was preceded by two closely related actions. The council adopted fundamental principles which a higher education system should address and to which it should be committed. It also adopted policy

calling for a higher education system in Kentucky made up of institutional components, each with a distinct mission, to collectively meet the state's needs. The policy encourages diverse programs without undesirable duplication and future institutional development based upon existing strengths and possibilities for service. The council also took action in several other areas. It approved the establishment of an official registry of degree programs for all Kentucky public institutions. Programs not included in the registry will not be recognized by the council for planning or budgeting purposes. The registry, to be updated and published periodically, will list all programs at all instruction levels by institution. Criteria for listing of a program include the role and scope of the institution offering the program, the state's need for it, the institution's capability to offer it and the resources available or required to support the program.

Degree Programs Registry

To eliminate the possibility of undesirable duplication of off-campus courses offered by the public institutions, the council adopted a mechanism for coordinating such offerings that provides criteria for resolving the problem of duplicative proposals along with an appeals procedure. The coordinating requirements, which go into effect in fall 1977, encourage the establishment, where practical, of council-approved off-campus centers using existing facilities. In late 1976-77, the council began preparation of a position document that will consolidate previous system-development activities and serve as a comprehensive guide for system development over the next four or five years. It will include recommendations for system implementation such as proposed legislation, proposed action by the council and the universities and issues that must be resolved to enable the system to be fully realized.

Off-Campus Coordination

System Development

An increase in tuition and fee rates for most students at the public institutions, effective fall 1977, was approved by the council in early 1977. Exceptions to the increase were lower rates for resident undergraduate, graduate and medical students at the University of Louisville to bring tuition there in line with that at the University of Kentucky, and the same rates for nonresident undergraduate, graduate and law students at the University of Louisville and for resident students at the University of Kentucky community colleges. Increases ranged from 45 percent for resident and nonresident law students at the University of Kentucky to two percent for nonresident law students at the community colleges. Undergraduate tuition increases average about 15 percent. From fall 1973 (when the last general tuition increase went into effect), to spring 1977, inflation increased costs at the public universities by about 35 percent. At the same time, real dollar value of undergraduate tuition and fees declined sharply. With three exceptions, all categories of the recent rates for which comparisons were available were beneath both national averages and the median of Kentucky's benchmark states.

Tuition Increases

In cooperation with the public universities, the council developed a formula funding technique for the institutions' use in preparing their general fund requests for 1978-80. The formula for instructional budget calculations, except for medical and dental schools, is based on multiplying known adequate faculty for the number of students in a program times benchmark faculty salaries within those programs. The formula for public service budgets is based on institutional scopes, prescribing different types of institutions. The research budget formula provides for an institution a base amount related to the number of undergraduate faculty, scaled upward by the number and levels of graduate faculty and the amount of research grants received. Program funding will remain in effect for such areas as medical and dental instruction, cooperative extension, student aid matching funds, auxiliary enterprises and administration.

Formula Budgeting

Service Learning

Several studies were begun, underway or completed during 1976-77, including a council study on service learning that investigated the impact service learning can have on the institutional functions of instruction and public service. The report proposes activities to increase and broaden opportunities for Kentucky students to learn and serve off-campus, to improve and expand service-learning programs at Kentucky's postsecondary institutions and to improve the relationships between education and work and the transition between the two.

Study of Graduates

Analysis of data gathered in a follow-up study of the 1974-75 graduates of Kentucky's public universities will be completed and published in late 1977. The data show geographical distribution of the graduates, how closely their college training relates to their first employment, their salary ranges and how they sought employment and any difficulties they had in finding it.

Student Transfer

Recognition of student transfer difficulties led the council to begin a transfer study during 1976-77, including a review of current student transfer policies and procedures among Kentucky's colleges and universities and consideration of ways to make transfer easier. Possible ways under review to improve transferability include uniform statewide general education policies, a statewide cross-registration system, more standardized degree requirements among institutions and amended residency requirements.

Two-Year College Governance

In response to recurring questions as to who should control the University of Kentucky community college system, the council began a community college study in late 1976. The six-month study, concerned only with educational implications and problems, involved a survey of community college activities in Kentucky, as well as other selected states, and consideration of alternatives to the current governance structures in Kentucky. The study, with proposed recommendations for modification or reorganization, is to be released in August 1977.

Health Sciences Studies

Studies by the council's health sciences advisory committee continued with optometry and podiatry the subjects of attention during 1976-77. Reports on the two areas, with related issues and problems and recommendations for their solution, will be published in late 1977. Reports were published in 1975-76 on allied health, dentistry, medicine, nursing, pharmacy and overall issues in health sciences education.

Health Manpower Needs Formulas

The council developed formulas for determining the state's manpower needs for training in selected allied health disciplines by the public higher education institutions. The formulas were a result of the manpower linkage project, a federal program coordinated by the council, and will permit assessment of market needs and the determination of whether present programs require expansion or retrenchment.

Area Health Education

Kentucky's Area Health Education System (AHES), coordinated by the council, continued its swift growth in 1976-77. Two new AHES regions were designated, completing coverage of the state with the exception of the three largest urban areas. Approximately 800 health sciences students, compared to some 900 during the entire 1974-76 biennium, received a portion of their clinical education in rural communities throughout the state during the fiscal year.

LOUISIANA

Louisiana Board of Regents
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William Arceneaux, Commissioner of Higher Education

Master Plan

This year, in compliance with its constitutionally authorized responsibility for planning and coordination, the Board of Regents focused upon formulating a

state master plan for higher education and the first draft is scheduled for completion by early fall. Following the regents' approval of the draft, hearings will be scheduled in various parts of the state in October and/or November, and, after making the necessary revisions, the initial planning documents will be published. Any legislation requisite to implementing recommendations in the master plan will be presented to the 1978 regular session of the legislature. In conjunction with the master plan, the regents sponsored several studies to evaluate efficiency and effectiveness in public higher education institutions. A team of consultants visited the four law schools to determine whether legal programs produce an adequate number of qualified lawyers to satisfy the needs of Louisianians for legal services. The board received the team's report, which indicated that existing institutions do provide a sufficient number of lawyers and that current educational facilities need not be expanded. Another team of consultants inspected the programs and facilities of state-supported institutions located in close proximity to each other to develop recommendations on the most efficient use of duplicated programs and facilities. This report recommended that existing two-year institutions move toward comprehensive two-year programs, that compensatory education programs be given special attention and that colleges and universities institute regional consortia for program planning and sharing.

Program Evaluation and Recommendations

Two more studies undertaken in conjunction with the master plan concern Louisiana's nursing education. Using a $150,000 grant from federal Comprehensive Employment Training Act funds, the regents have begun a year-long study of manpower needs of the nursing profession and 10 allied health areas. All levels of the nursing profession are being examined to determine demand and to ascertain the most effective methods of meeting the demand with highly qualified health-care personnel. The second study (an outgrowth of the first) is "A Study of the Feasibility of Merging the Charity Hospital School of Nursing and the Louisiana State Medical Center School of Nursing." This report, and its recommendations in favor of the merger, was completed and approved by the regents.

Nursing Studies

Another study supplementing the master plan involves student financial aid. The regents commissioned the American College Testing Program to examine undergraduate financial aid resources and needs. The findings revealed that: (1) when only needy students who actually apply for aid are considered, in general Louisiana has sufficient resources to meet their needs; (2) problems could exist in meeting some needs because of special aid program criteria that do not permit funds to be delivered to needy students in special situations; (3) some universities appear to be in need of additional staff to administer financial aid; (4) compared to other states, Louisiana's grant and loan programs are relatively small; and (5) differences exist among types of institutions in resources available to meet the needs of aid applicants.

Student Aid Study

The Board of Regents, in an effort to fulfill its planning and coordinating responsibilities as the 1202 commission, also completed an inventory of the state's postsecondary offerings in occupational education, published under the title *Directory of Postsecondary Occupational Education Opportunities in Louisiana*. Copies were sent to high school guidance counselors to provide them and prospective students with a list of the full range of postsecondary occupational programs available in the universities, vocational-technical schools, proprietary schools and industry.

Occupational Education Directory

The board completed the first phase of its long-range project to evaluate every degree program offered in the state's colleges and universities. This phase — the

Doctoral Programs Evaluation

examination of doctoral degree programs — was undertaken with the help of consultants who studied institutional self-reviews of all duplicated doctoral programs, made on-site inspections of these programs and submitted reports of their findings to the board. As a result, the regents recommended that 18 of the duplicative programs be terminated, that 7 be commended for excellence and that the remaining 38 be maintained and strengthened. In addition, the regents established a consortium for doctoral programs in education comprised of Northwestern and Louisiana State Universities and the University of New Orleans.

Tuition Increases

As part of the regents' budgetary responsibility, this year they recommended that state-supported higher education institutions moderately increase tuition and fees to the extent necessary to place them in a sounder financial position. All three governing boards did increase tuition by $50 per semester for full-time resident students in four-year institutions. For resident students in two-year institutions, the State University System increased tuition by $30 a semester, the Southern University System increased tuition by $28 a semester and the Board of Trustees for State Colleges and Universities raised tuition by $50 a semester.

Financing Forum

The regents also conducted a forum on the financing of higher education, jointly sponsored with the three public governing boards, and supported by the Louisiana Alumni Associations. Both the value of higher education and the cost of providing it were discussed by business, education and community leaders. The proceedings of this forum are scheduled for publication by fall 1977.

MAINE

University of Maine
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Patrick E. McCarthy, Chancellor

Planning for the Future

The past year was in a sense a "take-off" year for public higher education in Maine. Since its creation by the legislature in 1968, the university system had evolved to a point where the management instruments needed to coordinate a statewide multicampus university were in place. But a severe competition for state dollars, a changing student population and the need for additional financial support to maintain quality and strengthen educational offerings translated into a need for reassessing progress to date and deciding upon the direction to be followed in planning for the future.

Legislative Review Committee

The legislative mandate to plan for developing systemwide services and functions first appeared in the report of the performance audit committee, which had been charged with conducting a thorough review of the "desirability of establishing a Joint Standing Committee of the Legislature to consider matters relating to the University of Maine." After an exhaustive inquiry that took legislators to every campus in the state, the committee recommended that the university's structure should remain unaltered and that no standing committee be established. The audit committee made a strong case for increased state funding in its report, emphasizing that the "University can withstand no further budget reductions." The legislature added its endorsement to the committee's findings by quickly killing a bill which would have established separate boards of trustees for each of the university's seven campuses and by adopting an appropriations bill that included $4 million more for the university than had been recommended by the governor.

Academic Review and Planning

In January 1976, the chairman of the Board of Trustees appointed an ad hoc committee on academic planning to review the academic programs of the university system since 1969 and to make recommendations about the future. The committee met monthly to review the available data, determine a general framework for its study and assign responsibility for generating reports on such subjects as health education, teacher preparation and cooperative extension. In addition, it sought out statistical data regarding enrollments, admissions, placement, program development and faculty. In November, the committee issued a preliminary statement to promote public discussion of the identified issues. The statement was widely disseminated and a series of public forums was held throughout the state to encourage response and comments from the university community, elected public officials and the citizenry at large.

Action Reports

In March, the committee issued an action report, entitled "Improving the University of Maine," that contains recommendations, each accompanied by specific timetables, for improvements in the areas of student access, delivery of services, use of human resources and collaboration with both the public and private sectors. At their April meeting, the trustees addressed the first eight issues in the report — student access, health education, transfer problems, continuing education, organization structures, the quality of university libraries, graduate education and teacher education. Work in these areas is underway and deadlines for more specific action reports to the board have been set. The issues taken up at the May meeting included public service activities, the educational role of the Maine Public Broadcasting Network, the potential use of university professorships and university coordinators, faculty development, public-private relationships and the need for coordination in research and development.

Continuing Education

On the issue of continuing education, an item that was debated at length in April, the trustees voted to adopt a major new policy statement mandating the elimination of all "inequitable distinctions" for part-time students within the next three to five years. Following up on another high priority item the board voted to adopt a five-year nursing plan as the first component of a master plan for all university programs in health education. Part of a year-long effort to fully define and review the university's responsibility and commitment to health education, the nursing plan will be followed by plans for the systematic development of university programs and involvement in the allied health fields, human services and in-school and community health education.

Health Education

Tuition Policy

The issues of educational costs, tuition levels and personnel management necessarily entered into the planning process. Throughout the year, a special task force worked on revising the university's long-range tuition policy. By June, a comprehensive policy was in place that calls for setting tuition rates for all students, both resident and non-resident, at levels that will generate revenues equal to approximately one-third of educational costs. This concept of putting a ceiling on tuition revenue was first introduced during the board's discussion of its appropriations request to the legislature. The trustees took the position that tuition and fee revenues should not exceed their current share of total costs, that is, one-third of the university's educational and general budget. In line with that "fair share" concept, the long-range policy sets a limit on tuition for in-state undergraduates and provides for a 15 percent minimum differential between undergraduate and graduate tuition for Maine residents. The policy also incorporates provisions that call for computing educational costs on a systemwide basis and for setting out-of-state tuition at 100 percent of cost.

Enrollments

Discussions about the future came during a year when Maine, like the rest of the nation, witnessed a reversal in the growth trend. For the first time since the merger, overall enrollments dropped. Although full-time enrollments remained relatively level at 17,699, part-time enrollments fell off to 9,051.

MARYLAND

State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401
Sheldon H. Knorr, Commissioner of Higher Education

New Coordinating Board and Its Responsibilities

The State Board for Higher Education, created one year ago, consists of 11 lay members appointed by the governor for terms ranging from 1 to 5 years. The board is charged with coordinating the overall growth and development of postsecondary education in Maryland and, to the extent possible, will consult with the agencies and institutions directly affected by its actions and recommendations before taking final action on them. The board members meet once each month and all serve on one or more standing committees that meet as necessary. There are several advisory committees to the board, which provide input from the higher education governing boards and institutions, students and faculty. There is also an education coordinating committee comprised of representatives of both the Board for Higher Education and the State Board of Education. The Maryland Fire-Rescue Education and Training Commission, responsible for establishing and coordinating standards for training programs for fire-rescue personnel, is an agency of the board.

Fire-Rescue Training

Governance Changes

Because the Board for Higher Education is developing a master plan for all of higher education, to be submitted to the governor and legislature by July 1, 1978, no major structural changes in higher education governance were initiated or proposed in 1977. Significant legislation with fiscal and operational impact on the higher education community was passed by the 1977 General Assembly, however. The board recommended and supported the following enacted legislation: (1) an increase in state support for two-year community colleges from $700 to $800 per full-time equivalent (FTE) student effective fiscal year 1979; (2) an increase in state aid to private institutions from 15 percent to 17.5 percent of state general fund allocations per FTE to public colleges in fiscal year 1979, and to 20 percent in fiscal 1980; (3) 1977-78 budget allocations increasing all state employees salaries, including higher education administrators and faculty; (4) funds for several capital construction projects at both public and private institutions; (5) the transfer of the administration of all interstate compact arrangements from the University of Maryland to the board; (6) a requirement that all postsecondary institutions ceasing operations to deposit all student records with the board; (7) a bill allowing the commissioner of higher education to determine the form and amount of a performance bond required of postsecondary proprietary institutions; and (8) a requirement of the board to develop guidelines and procedures for granting equivalency credits for life experiences learning obtained outside traditional academic programs.

Two-Year College Funding

Aid to Private

Salary Increases

Capital Projects

Interstate Compacts

Student Records

Performance Bonds

Equivalency Credits

Defeated Legislation

Among legislation not enacted was a bill increasing state general fund support to about 70 percent of direct instructional operating costs for the four-year state colleges and universities and the University of Maryland, and a measure creating a $5 million state-capitalized student loan program to serve as a "lender of last resort" for students unable to obtain loans from commercial lenders. A bill authorizing the board to purchase comprehensive legal liability insurance to protect its members, its agents and its employees was killed in committee. A special legislative task force created in 1976 to study and propose collective bargaining legislation for all state employees, including public higher education administrators and faculty, was unable to complete its proposed legislation for the 1977 session and joint resolution continues the task force for another year.

Collective Bargaining

Master Plan

A major task of the board to develop the Maryland Plan for Postsecondary Education was begun in September 1976. Numerous meetings have already been held between board members and staff and representatives of segment governing boards, the institutions, and other concerned state agencies. Public meetings with local civic, business and legislative leaders also have been held to discuss postsecondary educational needs in their areas. As part of the plan the board is required to "include an identification of the role, function and mission of each public institution of postsecondary education in the state." The aspect of the role and mission issue that has received the most attention has been the designation of levels and types of programs that the institutions will offer, including the clear definition and mission assignment to each school of some unique part of the total responsibility of higher education in the state. The complexity of the issues and the diverse interest affected has made concensus difficult and the board may have to resolve conflicting interest and values in some instances.

Role and Mission

Capital Development Guidelines

In cooperation and consultation with segment governing boards, the institutions and other concerned state agencies, the board has developed comprehensive guidelines for capital development. These guidelines provide the first consistent statewide framework for submission and review of all capital project requests from public institutions and those private institutions seeking state aid for their projects. The critical area of the procedures is uniform criteria for review and evaluation of project requests. Also in cooperation and consultation with concerned agencies, boards and institutions, the board is developing a uniform system of accounting whereby consistent classifications for various budget items will be used throughout the public higher education system. When completed, both of these projects will be first in the state. Underway and near completion is the development of faculty salary guidelines in consultation with the institutions and agencies affected by them.

Uniform Accounting System

Faculty Salary Guidelines

Desegregation

The board has completed its third annual and midyear desegregation status reports for 1977. The annual report is primarily statistical and the midyear report is more evaluative and includes special studies on student retention and progression by race and the impact of the academic program duplication on the state's desegregation progress. The state has continued funding of the minority/other-race faculty and administrator internships program and the grants program for minority/other-race graduate and pre-professional students, as well as other programs designed to fulfill desegregation commitments made by the state. In December 1975, the U.S. Department of Health, Education and Welfare (HEW) announced that it intended to initiate administrative enforcement proceedings against Maryland for "non-compliance" with its desegregation plan. On January 5, 1976, the state sued HEW to enjoin it from taking such action and in a March 1976 decision, the chief judge of the U.S. District Court for Maryland ruled in favor of the state and HEW appealed. The appeal, originally scheduled for arguments in December 1976 by three members of the 4th U.S. Circuit Court of Appeals, was rescheduled so that the full panel of seven judges could hear the case. It was re-argued in February 1977 and the state is awaiting the court's decision.

Litigation

Consolidation Task Force

In April the board mandated the creation of a special task force to study the feasibility of consolidating into one institution the existing higher education facilities on the lower Eastern shore of Maryland. One facility is a predominantly-white four-year state college that is experiencing growing enrollments and a low FTE student cost. The other, a predominantly-black branch of the University of Maryland, has been experiencing declining enrollments and a comparatively high cost per FTE student. The two institutions are located 11

miles apart. A report to the board from the special task force is due in January 1978.

Publications

In addition to its annual report to the governor and legislature, the board published a monthly newsletter, the *RECORD*, which reports to the higher education community on the board's actions and other matters of interest. As an ongoing activity, the board conducts and publishes studies and prepares reports on various topics affecting the state's higher education community, its governance and financing.

MASSACHUSETTS

Board of Higher Education
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Leroy Keith, Jr., Chancellor

Appropriations

1976 opening fall enrollment for all institutions of higher learning in Massachusetts reached 367,155, including undergraduates and graduates, full-time and part-time. The fiscal year 1976 appropriation was not passed until mid-November and represented more than a 5 percent reduction over expenditures in 1975 due to a generally severe fiscal situation in the state. The 1977 budget was passed in late June 1976 and as of early June 1977, the 1978 budget has not yet been passed. However, it appears that there will be a budget approved prior to June 30, 1977. Due to the constraints on the Board of Higher Education's budget, the board was not able to carry out the program-oriented budget process for public higher education it has been striving to accomplish. The governor recommended present level of funding budgets for all public higher education due to rising costs and the implementation of union contracts, and the house recommended modest increases that would maintain the status quo. It is hoped that the board's 1978 budget will allow for a full set of budget recommendations for the 1979 budget process. Tuition increases voted by the trustees of the state colleges, the University of Massachusetts, the University of Lowell, and Southeastern Massachusetts University went into effect during fiscal year 1976 and 1977.

Fiscal Crisis

Tuition Increases

Student Aid

The board's general scholarship program received a $1 million increase in its fiscal year 1976 budget for a total of $11.5 million. During 1976-77, no increase was appropriated. However, the federal State Student Incentive Grant Program was increased from $709,000 to $1,585,788 for a total of $13.1 million available to students through the general scholarship program. In addition, smaller (mostly categorical) state funded programs added $775,000 in scholarship funds and a consortium scholarship program of $150,000 for private sector students, under board management for the second year, brought the 1976-77 total to $13.68 million. These programs enabled the board to assist about 24,500 students overall, 2,500 more than last year. Under the police incentive salary program, over 3,500 police officers receive salary increases by virtue of completing degree credit certified by the board and 1975 legislation required new board guidelines regarding acceptable work in law enforcement. The Veterans Affairs Office reviewed the normal educational and on-the-job training program requests, plus placement data on occupational programs and standards of progress for academic institutuions under new requirements of the Veterans Administration, and granted 157 new and additional institutional and 46 on-the-job training approvals. During 1976-77, the scholarship program collected a federal tax return from each recipient in order to confirm eligibility. During fiscal year 1978, tax returns will be collected from all new recipients but the renewal

population will be sampled. Although this exercise was important to insure the integrity of the program, the paperwork generated did cause delays in making payments to the institutions. The board submitted a proposal for a grant to conduct training sessions for financial aid officers and others involved in the financial aid delivery system, to be funded under the State Student Incentive Grant Program.

Program/Degree Review and Approval

The board's academic affairs division has taken action on 48 requests for new academic programs (degree and certificate) submitted by the 32 public degree-granting institutions during fiscal year 1977. The division has undertaken substantial reviews of 32 existing and proposed independent sector degree-granting institutions and has approved new degree-granting powers for 6. The board has monitoring responsibilities for 63 of the 93 independent degree-granting institutions authorized to operate within Massachusetts.

Degree Authority

For the first time, the Board of Higher Education has approved degree authority for a campus-free institution — the Campus Free College in Washington, D.C. In November 1975, the board adopted a policy precluding blanket degree authority, which in effect requires new petitions to request degree authority in specific academic areas. In October 1976, new legislation was passed requiring the board to review and approve the educational activities of out-of-state institutions operating in Massachusetts and the board adopted a policy statement and institutional guidelines as required in the new legislation. The board also approved an amendment to the charter of the Massachusetts General Hospital that allows the hospital, through its education division, to grant undergraduate and graduate degrees in six allied health disciplines.

Affirmative Action

The Board of Higher Education promulgated its comprehensive regulations for equal employment opportunity for women and minorities in public institutions of higher education in 1975. The regulations, including provisions for yearly compliance reporting, enforcement procedures for incidences of noncompliance, affirmative action plans and utilization analyses and the appointment of a full-time affirmative action officer, were developed by an ad hoc committee on affirmative action including members from academia, state and federal government, the general public and women's and minority organizations. Currently, the board is in the process of bringing about compliance with these regulations in public institutions through the help of the affirmative action advisory committee.

Planning Contracts

The board entered into two planning contracts during 1976-77. The College Entrance Examination Board and the Educational Testing Service did a financial aid study that explored issues of access and choice, tuition in the public sector and alternative ways of providing financial support to the private sector as well as examining financial aid policies. In addition, the 1202 commission contracted for a study of vocational education and an update of possible improvements in the delivery system of vocational education. The New England Board of Higher Education completed an extensive program inventory on the institutions in Massachusetts, a contract developed by the Board of Higher Education but funded by the 1202 commission.

Higher Education Reorganization

A number of bills relating to the reorganization of higher education in Massachusetts were filed this year. The governor filed a bill abolishing the Board of Higher Education and investing most of the powers with a new board of overseers and the board's bill strengthening its own coordinating authority was resubmitted. Both bills were reported unfavorably out of the education committee. A bill to set up a study commission was reported out of the committee and is expected to pass.

Interinstitutional Cooperation

Northeastern University and the University of Massachusetts' Boston Harbor campus have worked together in setting up the business management curriculum at UMass. UMass has contracted with Northeastern to offer many of the required business subjects. The state college system is involved in planning a cooperative program with Digital Corporation and other computer industries. The packaged educational material already existing is being evaluated for academic relevance. The major areas being explored would allow for the exchange of material and students between private industry and the collegiate sector. The Public/Private Forum was organized several years ago as a voluntary association of institutional representatives interested in developing the efficient use of all higher education resources in Massachusetts. Although the group has not met for a year, dialogue has begun that may result in meetings in the future.

MICHIGAN

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Robert L. Huxol, Associate Superintendent,
Postsecondary Education

New State Plan

Procedural guidelines for developing a new state plan for postsecondary education were approved by the State Board of Education in November 1976. The new plan will focus on six essential goals: equality of access, educational diversity, freedom of choice, institutional autonomy and academic freedom, effective use of resources and adequate financial support. Until the new state plan is fully formulated and operational, the board will continue to update the planning documents that specifically relate the 1969 state plan for higher education to current planning and coordinating requirements.

Studies and Reports

Formula Funding

In response to specific requests identified by the governor, the State Department of Education staff conducted studies and reported on nursing education, graduate education and formula funding mechanisms. The formula funding concept has gained additional visibility and force through the activity of a task force organized by the legislative fiscal agencies. The governor also called upon the department staff to work with personnel from other Midwestern states to explore the possibility of establishing more systematic interstate and regional approaches for higher education. After a series of preliminary sessions and

Interstate Compact

surveys, the education committee of the Midwestern Legislative Conference determined that a compact was both feasible and potentially beneficial. Proposed legislation has been drafted and sent to each of the 14 state legislatures. To become effective, the compact must be approved by six states by December 31, 1981.

Enrollment Projections

The State Board of Education established a task force in November 1976 to study enrollment trends in all segments of higher education in Michigan. The task force is currently constructing alternative models for projecting long-range enrollments and a final report is expected in late 1977.

Student Aid

An additional source of financial aid to students became available under the Higher Education Student Loan Authority (established by statute in 1975), which obtained $12 million through its initial bond sale in December 1976. The legislature is currently considering authorization for an additional $15 million to be raised in future bond issues. Another change in financial aid, brought

about by legislative amendment, made tuition grants available to part-time students. This grant program has provided financial assistance since 1966 to full-time students enrolled at nonpublic nonprofit higher education institutions. Efforts were continued to reduce the number of forms required from institutions by state agencies. State board review of new academic programs at state-supported baccalaureate institutions was accomplished by nominal expansion of data on the existing budget request form required by the Department of Management and Budget. The result was not only greater efficiency, but also greater effectiveness through the coordinated manner of presenting budgetary and educational considerations relating to new academic program requests to the legislature.

Reduction of Forms

MINNESOTA

Higher Education Coordinating Board
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Clyde R. Ingle, Executive Director

Changes During the Year

The year was an important one for postsecondary education in Minnesota with the 1977 legislature appropriating funds for the biennium and adopting several major policy changes for state programs, particularly the student aid programs. Richard Hawk resigned as executive director of the Higher Education Coordinating Board after 11 years. The legislature appropriated more than $50 million for scholarship grant and work-study programs and approved several major policy changes to enhance the programs. Also, the legislature established a new part-time student grant program.

Student Aid

$47 million was appropriated for the next two years for the scholarship and grant programs, an $18 million increase over the current biennium. In early June, the board sent award notices totaling over $19.2 million to more than 26,000 students, and for the first time, all students who applied by the February 1, 1977 priority deadline and who demonstrated need received funds. The reason was the implementation of new legislation stating that the combination of a state award and a federal Basic Educational Opportunity Grant for which a student is entitled cannot meet more than 75 percent of the student's need. Previously, some students were able to meet 100 percent of their need from state and federal grant awards. Under another legislative change, beginning in 1978 second-year students who did not receive a grant upon entering postsecondary education will be eligible for grants-in-aid. Now, only first year and transfer students are eligible for initial grants.

$3.2 million was appropriated for the state work-study program for the coming biennium compared to $1.75 million in the current period. The legislature removed a requirement that 50 percent of funds allocated to an institution be used for employment off campus that made it difficult to fully use funds at some schools. The definition of eligible employer was expanded to include handicapped persons or persons over 65 who employ a student to provide personal services in or about their homes. Under the state's summer youth employment program, a new provision requires that no less than $2 million is to be used to employ youth ages 18-22 enrolled or intending to enroll in a postsecondary program during the year of employment. Several developments occurred affecting the state student loan program. A new plan to finance the program was implemented in summer 1976 and the coordinating board sold $37.2 million in advance refunding bonds to refund outstanding revenue bonds in the program.

The board sold its existing portfolio of federally insured loans to the Student Loan Marketing Association, the proceeds of which provided $35 million in 1976-77. In December 1976 the association purchased an additional $10 million in loans from the board. As a result of passage of the federal Amendments of 1976, the federally insured program in Minnesota was phased out in favor of a guaranty agency program. The governor requested the coordinating board's executive director to establish a nonprofit corporation to guarantee loans in Minnesota — the Higher Education Assistance Foundation. Mr. Hawk resigned as the board's executive director to head the new agency, located in St. Paul, and the foundation began guaranteeing loans July 1. The 1977 legislature increased the bonding authorization for the loan program from $90 million to $125 million.

A new part-time grant program was approved, to be administered by the board with a two-year $750,000 appropriation, for any student attending an eligible school less than full time and pursuing a course of study toward a diploma, degree or certificate. The state program of nursing grants was transferred from the nursing board to the coordinating board. Its requirements are similar to the state grant-in-aid program except that applicants must be enrolled and working on educational requirements prerequisite to licensure as a registered or licensed practical nurse.

Tuition and Fees

The legislature adopted a policy, effective July 1, 1978, to charge a $2 tuition fee per day to students attending the state's 33 public area vocational-technical institutes. Students under 21 and persons who entered the service before the age of 21 now pay no tuition. The legislature also established tuition subsidies for students attending the institutes and appropriated $3.6 million to the coordinating board to administer the program.

Appropriations

The legislature continued to show strong support for postsecondary education and approved a $688 million appropriations bill, including funds for the state's higher education systems, the coordinating board and the State Department of Education. With tuition and other income, an estimated $918. 8 million will be available to these units over the next two years, a 28 percent increase in state funds over the 1975 appropriation of $537.2 million. Appropriations to area vocational-technical institutes are included in a separate school aids bill which appropriates $159 million to the 33 schools. State funds to the four Minnesota public postsecondary systems for the next two years will total $736.1 million, a 20 percent increase over the previous biennium.

Salary Increases

Salary increases for University of Minnesota faculty are 7.9 percent in 1978 and 8 percent in 1979, including fringe benefits. The increase for the state university system faculty is 8.2 percent in 1978 and 8.24 percent in 1979, including fringe benefits, and the community college system faculty increase is 8 percent for each year of the biennium, including fringe benefits. In approving a 16 percent increase, the legislature rejected an arbitration award of 20 percent.

Tuition Increases

Based on the appropriations, tuition will increase the next two years. The University of Minnesota is considering increases averaging $33 per quarter for most students. The state university board has approved a tuition increase of $1 per quarter credit for 1978, an increase from $9.25 per quarter credit to $10.25, and in 1979 to $10.65 per quarter credit. For community college students, tuition is expected to increase about 50 cents per credit hour each year of the biennium.

Faculty/Employees

The legislature deleted 147 University of Minnesota faculty positions and 110 civil service positions, added last fall in anticipation of enrollment increases that did not occur. However, the legislature added 36 new faculty and 92.1 civil

service positions and more than 40 faculty and 40 civil service employees in state special items for the university.

Enrollments

Total on-campus headcount enrollments at Minnesota postsecondary institutions increased by 7,468 in the fall of 1976. All systems showed increases over fall 1975. Total enrollment was 187,514 compared to 180,046 in 1975, a 4.2 percent increase. Projections by the coordinating board show enrollment increases at all systems for the next six to eight years followed by declines. In light of the projected declines, the board recommended that each institution submit a comprehensive plan developed by its governing board for adjustments in programs, staffing, funding requirements and facilities through the 1980s for board review and comment by September 1, 1977. The board also recommended that any construction to increase physical capacity be approved only after thorough justification including review of projected enrollment declines and the availability of underused facilities at other institutions.

Regional Study

Dramatic enrollment declines at Southwest State University led to a request for the coordinating board to conduct a comprehensive study of postsecondary education in the southwestern part of the state. The university, which opened in 1967, experienced continuous enrollment increases until 1970, when fall enrollment of 3,051 full-time equivalent (FTE) students was reached, but by 1975-76 FTE enrollment had dropped to 1,506. The study was completed in late 1976 and the board recommended that: (1) the mission and conception of Southwest State University be modified to make the institution more consistent with present and projected needs in terms of both size and nature of the institution; (2) the previous expectation for a comprehensive institution with an enrollment of 4,000 students is not realistic and should be abandoned; (3) the university be continued as a regional university with academic baccalaureate and vocational-technical degree programs designed to meet regional needs; and (4) the state university board formulate programmatic configurations appropriate to a revised mission in time for consideration by the 1977 legislature.

Institutional Change

Following the coordinating board study, the state university board voted to recommend to the governor and legislature that Southwest State University be continued as a liberal arts college with certain technical and occupational programs for which need could be demonstrated, and approved a model for the university with a reduction of some program areas and a reduction of faculty from 130 to approximately 105. In March 1977, a number of legislators issued a joint statement saying that the university should remain open as a liberal arts institution under the university board, and that it was their intention that in the appropriation process a minimum staffing base for the school be established so long as enrollment remains within the range of 900 to 1,500 FTE students. As part of the higher education appropriations bill, the legislature approved the establishment of a consortium of institutions in southwestern Minnesota to improve the efficiency and effectiveness of postsecondary education to meet the region's needs.

Consortium

Nursing Education

The coordinating board updated its recommended statewide policies for nursing education with one significant change from previous years — an increase in the total number to be graduated from nursing programs. The entire increase would be confined to baccalaureate programs until a ratio of one-third of the graduates from practical nurse programs, one-third from associate degree/diploma programs and one-third from baccalaureate programs is achieved. The 1976 legislature directed the board to study education needs for optometric and osteopathic education and the feasibility of either establishing schools in Minnesota or contracting for spaces at existing schools out of state. The board completed these studies and recommended that Minnesota should contract for

Optometry/Osteopathy Contracts

spaces at existing schools of optometry and osteopathy in order to meet the state's immediate need. The 1977 legislature authorized the board to contract with schools in other states for up to 10 placements in colleges of osteopathy and 13 spaces in colleges of optometry.

Program Inventory

During the year, the board completed a program inventory and published a directory of nonbaccalaureate postsecondary programs, including an inventory by institution and program category. The board also received a grant to assess the labor market implications of Minnesota postsecondary education programs. When information from the project is compiled with the inventory of less than baccalaureate programs, there will be a complete program inventory available for the state. The project will include information on factors such as current enrollment, annual number of graduates, costs, design capacity and career objectives.

Health Education

The board adopted an interagency agreement among the coordinating board, the State Planning Agency and the Department of Health, for a coordination effort, initiated by federal funds that ended June 30, 1977, to develop a comprehensive coordinated statewide health manpower planning and policy process. The University of Minnesota received $13 million in state funds for construction of a new pharmacy and nursing building and a $22.9 million health sciences facility also will be financed by a $8.3 million federal matching grant. Federal funds were approved in 1975 but were held pending approval of the state's matching share. The 1976 legislature did not approve the project but instead appropriated $300,000 to the university to study construction alternatives. The federal offer would have expired in May 1977 if the legislature had not approved funds. The 1977 legislature appropriated funds to the Mayo Foundation in Rochester to provide $12,000 per graduate student in family practice medicine, up to a maximum of $48,000 during the fiscal year 1978-79. The legislature changed the maximum amount of awards made under the medical and osteopathy loan program from $5,000 to $6,000 per year and $20,000 to $24,000 per year in aggregate principal amount.

Budget and Financing

The coordinating board, in conjunction with the legislature, postsecondary systems and the Department of Finance, developed a compatible program budget format to be used for appropriation requests. The board's financial planning data book contains information on enrollment projections, appropriations, faculty salaries, private college contracts, financial aid, tuition and higher education price index and other selected financial statistics. The staff is examining the short- and long-term implications of the current financing of Minnesota postsecondary education and identifying alternative methods.

Aid to Private

In 1977 the board made payments totaling $3,998,155 to 22 Minnesota private colleges under the private college contract program. The total payment was the largest amount awarded to the private colleges since the program began in 1971. Also, rules and regulations were adopted for the Private Institutions Registration Act and implementation of the program is beginning.

Library Projects

The coordinating board received a special $216,000 grant for a project that will enable libraries in Minnesota and North Dakota to begin developing a computer-based cataloging process. The project will improve the sharing of library resources fostered by the statewide MINITEX program (Minnesota Inter-Library Telecommunications Exchange). The board also received a grant on behalf of MINITEX to plan a pilot project to provide library users with improved faculty access to journals they need at lower costs to the libraries involved.

Reciprocity

The coordinating board continues to administer Minnesota's tuition reciprocity agreements with Wisconsin and North Dakota and the South Dakota legislature gave the Board of Regents authority to negotiate an agreement with Minnesota and to bring it back for legislative review. The legislature and governor expressed strong support for the three existing regional centers administered by the board, the legislature increased the biennial appropriation and the governor urged the board to continue to strengthen its role in regional coordination. Minnesota was named one of six states to be studied as part of a national project examining efforts to organize and support postsecondary education on a regional basis. Rochester was selected as one of six model communities to be studied in the nationwide research project on continuing education opportunities for people seeking mid-career changes.

Regional Programs

Transfer Study

The board recommended implementation of a process for a statewide system of accounting for noncredit work. Legislation was passed directing the board to monitor and study credit transferability and make recommendations to legislative committees in 1978 and 1979. In 1973 the board initiated a statewide transfer study by representatives from the postsecondary systems and the findings were reported in 1975 to the legislature. A follow-up report was prepared by a task force of the Higher Education Advisory Council in 1976 and included in the board's 1977 legislative report.

Statewide Meetings

As required by law, the coordinating board sponsored the first annual meeting of representatives of higher education boards in the state and transmitted a summary of the meeting to legislative committees. For the second time the state senate approved a bill that would reorganize the board and give it authority to approve, disapprove or modify the budgets of the postsecondary systems. A different version of the bill was introduced in the house and could be considered by the legislature in 1978.

Board Reorganization

MISSISSIPPI

Board of Trustees of State Institutions
of Higher Learning
P. O. Box 2336
Jackson, Mississippi 39205
E. E. Thrash, Executive Secretary and Director

Appropriations

In 1976-77, Mississippi's eight state-supported universities again experienced increases in state tax appropriations, enrollments and new academic programs. The 1977 legislature appropriated $88,760,617 for the general support of the eight state-supported universities for fiscal year 1977-78, a 21.26 percent increase over the appropriation for fiscal year 1976-77. The Board of Trustees approved salary increases for faculty as well as 10 percent increases for all eight university executive heads from these funds. In addition to the general support appropriation, there are 21 other appropriations for units such as the University of Mississippi's schools of medicine and dentistry and teaching hospital; Mississippi State University's agriculture-related agencies and school of veterinary medicine, which will admit its first class in fall 1977; and the state-funded scholarship programs that the trustees administer. Total funds appropriated to higher education for 1977-78 were $140,403,815, an increase of 19.6 percent over the previous year.

Salary Increases

Energy Control

In response to the energy crisis, the board has asked the eight universities to develop and present to the board plans for energy control systems. The trustees

also appointed a special committee to assist each institution in obtaining the best systems for the lowest cost.

Enrollments

For the first term of 1975-76, total headcount enrollment on campus and off campus at the eight universities was 54,840, with 49,484 of these on campus. The total on-campus and off-campus enrollment for the first term of 1976-77 was 55,343, with the on-campus students numbering 50,214. These figures reflect a slight increase.

New Programs

A number of new programs have been approved for the universities, including bachelor degrees in industrial technology and in nursing at Alcorn State University; bachelor degrees in fashion merchandising, insurance and real estate and nursing and a master's degree in traffic safety education at Delta State University; bachelor degrees in finance, fire protection and safety technology and marketing and a master's degree in accounting at Jackson State University; a bachelor degree in agricommunication and a master's degree in statistics at Mississippi State University; a bachelor degree and a certificate in social gerontology at Mississippi Valley State University; bachelor degrees in court reporting, paralegal studies and in social work and and a specialist degree in history and in social science at the University of Mississippi; and bachelor degrees in interior design and paralegal studies and specialist degrees in industrial and vocational education and physical education at the University of Southern Mississippi.

MISSOURI

Department of Higher Education
600 Clark Avenue
Jefferson City, Missouri 65101
J. Bruce Robertson, Commissioner of Higher Education

Next Year's Activities

July 1977 begins the fourth year that the department, headed by a nine-person Coordinating Board for Higher Education, has been operating. During the coming year the department will pursue: (1) the completion and dissemination of a master plan for postsecondary education in Missouri, (2) a revised and improved procedure for budgeting for the public senior institutions, (3) a refinement of the data collection process for all institutions and an enlarged research capacity for utilizing such data, (4) an updated and expanded certificate and degree program inventory and (5) a review, with assistance from a statewide task force, of the policies and procedures for the consideration of new educational programs.

Master Planning

The master planning committee of the coordinating board has received the reports of its six technical committees, which studied the topics of organization and governance, access and retention, missions and roles, manpower, programs and services and finances. These statewide committees included representatives of all institutional sectors, students, faculty, administrators, trustees, legislators and lay persons. The planning activity is a partial implementation of the board's responsibilities as the state "1202 commission." The technical committee reports, materials directed to be prepared by the master planning committee and statewide reactions to draft materials will form the basis for a master plan to be presented for board action late in 1977. Its purposes will be to offer guidance to the coordinating board, the institutions, the General Assembly and citizens.

Enrollments

Fall 1976 enrollments compared favorably with enrollments reported in fall 1975. The public sector showed only a 6 percent decrease while the independent sector shows a 1 percent increase. In the independent sector, the segment showing the greatest growth was the technical and professional schools with a 15.7 percent increase. In the public sector, the institutions experiencing the greatest growth were the regional four year colleges and universities with a 3.1 percent increase. 1976 marks the third consecutive year that independent institutions collectively have shown growth from a previous pattern of decline. Some of that growth may be a consequence of the state's student grant program, administered by the Department of Higher Education.

Formula Budget Manual

In 1976, the coordinating board approved a new formula-based budgeting manual for most program classification cost centers. Revisions in the guidelines applicable to new certificate and and degree program requests include program definitions, a procedure relating programs requiring additional state funding to institutional budget requests and the appropriations process and the development of more specific applicability of policies and procedures for junior colleges and vocational-technical programs. The board's uniform financial reporting manual includes the basic definitions and forms used annually.

Appropriations

Appropriations from state general revenue funds for operating expenditures for state-supported junior and senior institutions increased from $205 million in 1975-76 to $228 million for 1976-77, or 11.2 percent. Capital improvements appropriations for 1976-77 from revenue sharing funds amounted to $15 million compared to $14.4 million for 1975-76 (including supplemental appropriations).

Two-Year College Funding

In 1975 the legislature passed a coordinating board-supported bill increasing the level of funding for public-community/junior colleges to a maximum state aid eligibility of 50 percent of operating costs, if available and appropriated. The actual dollar amount is subject to institutional budget review and appropriations recommendations by the board. Differential funding for higher cost occupational-technical programs is also provided for by the new act.

Financial Advisory Group

In April 1975 the coordinating board requested its advisory committee to nominate persons to serve on a financial affairs technical advisory group (FATAG), which is now functional with the basic responsibility of providing technical advice on financial matters of statewide signifiance. FATAG operates under specific charges to maintain continuity of dialogue between the institutions and the board on matters of funding, costing studies, data refinement for improved comparability and adequacy of reporting data. Staff from the Department of Higher Education have been assigned the responsibility of working closely with FATAG.

Proprietary Regulation

Missouri presently has no regulatory legislation pertaining to most private career schools. Those licensed by the state include barber, cosmetology, real estate and nursing. The coordinating board and representatives of the proprietary sector are participating in statewide planning activities and legislation that could have cause the board to certificate these institutions was introduced in the legislature. Although it was passed by the house, the bill was defeated by the senate.

Student Aid

The student grant program provided approximately $4.2 million, including $833,000 of federal State Student Incentive Grant Program funds, to some 10,000 students in 56 public and private institutions in Missouri in 1976-77. The legislature increased the appropriation to $6 million for 1977-78 and SSIG funding is anticipated to be at least $1.2 million. About 26,000 applications have been received for 1977-78. The grants provide the least of $900, one-half of tuition or actual need for undergraduate study in Missouri.

MONTANA

Board of Regents of Higher Education
33 South Last Chance Gulch
Helena, Montana 59601
Lawrence K. Pettit, Commissioner of Higher Education

Appropriations

The 45th legislature appropriated $145.6 million for the operation of the Montana University System for the 1979 biennium, after an initial request of $174.5 million by the Board of Regents. The legislature recommended that $88.9 million of the total budget be financed by the state's general fund compared to the $121.3 million in general fund money sought by the regents. The total first-year increase for the six campuses is 5.9 percent followed in the second year of the biennium by an increase of only 4.1 percent.

Regents' Autonomy And Court Ruling

Student-faculty ratios and average faculty salaries are prescribed in the appropriation bill, a sign of the legislature's continuing challenge of the regents' constitutional autonomy. The regents' broad authority, granted by the 1972 constitution and reaffirmed by a December 1975 Montana Supreme Court ruling, precludes the legislature from making line-item appropriations by program or becoming involved in management decisions. The regents responded to the legislature this spring saying that they will view the student-faculty ratios and average salaries in the appropriation bill as guidelines only. They resolved to exercise their constitutional authority to allocate the funds as sound educational judgment dictates.

Capital Projects

Regional Programs

The 1977 legislature appropriated $6.4 million for capital projects on the six campuses of the university system, and substantially increased the appropriations to the WICHE*student assistance program and the WAMI* medical program. The WICHE appropriation went from $1.4 million for the current biennium to $2.6 million, a 87.5 percent increase reflecting the higher student support rates now required by the WICHE compact. State support for the WAMI medical program rose from $250,000 for the current biennium to over $1.9 million, the level required to support 80 students per year in the program.

Tuition Increases

The board was forced to raise student tuition beginning fall quarter 1977 (the last increase was in fall 1974). In-state student tuition will increase 14 percent and out-of-state tuition will go up approximately 30 percent. Working with students throughout the system, the regents established a new policy to fund intercollegiate athletics more equitably among the campuses by including the athletic program in the institution's operating budgets. This policy eliminated the athletic programs' dependency on student activity fee money. The board's action prevents student activity fees from being used to support the operating budgets of intercollegiate athletics, but students are not restricted from using activity fee money to fund special nonrecurring athletic items, intramurals or club sports.

Athletics Funding

Activity Fees

Computer Facilities

The legislature appropriated $465,375 for the 1979 biennium to improve computing facilities at several campus sites. As of July 1, 1976 all units of the university system were recording financial transactions in the central accounting-budgeting system operated by the State Department of Administration and four of the six units now rely exclusively on the central system. During the 1977 session $700,000 was appropriated to modernize the state's accounting. A governmental accounting policy council was created by the governor to guide the upgrading and integration of the accounting system to accommodate the

Central Accounting System

*Western Interstate Commission for Higher Education; Washington/Alaska/Montana/Idaho medical program

university system. The council's responsibilities include improvement of the central accounting system, development of a telecommunication network and installation of related management information subsystems.

Administrative Policies

The board adopted a new administrative hearing and appeal procedure and public notice policy for Board of Regents meetings. The policy is compatible with the State Administrative Procedure Act, which sets similar guidelines for most state agencies. The legislative interim administrative code committee had recognized the university system as exempt from the act due to the regents constitutional autonomy. However, the board realigned its policies for maximum effectiveness and to carry out the spirit of accountability reflected in the Administrative Code. All policies and procedures of the regents are being reviewed and recodified and a policy and procedures manual is being developed for the system. The revised policies will be published in the Montana Administrative Code so that they will be readily available throughout the state.

Enrollments

Enrollments dropped at four of the six units of the university system in 1976-77 although the aggregate enrollment increased. The four college campuses lost students at almost exactly the same rate during a four-year period in the early 1970s. One campus has shown steady enrollment growth for the past four years while the other university's enrollment is declining on a fluctuating basis.

Campus Program Integration

In March 1976, the regents mandated program integration at two campuses — Western Montana College at Dillon and the University of Montana at Missoula — to maximize the use of personnel and physical facilities on both campuses. During the past year, a 10-member committee from the two campuses. has accomplished the basic planning for the integration, including jointly offered courses, expanded degree offerings, faculty sharing and cooperative arrangements with the libraries, bookstores and student services on the two campuses. The integration plan, which requires approval of the regents, promotes economical use of existing educational resources and makes new opportunities available to students on the small Western Montana campus.

NEBRASKA

Coordinating Commission for Postsecondary Education
P.O. Box 95005
301 Centennial Mall South
Lincoln, Nebraska 68509
William S. Fuller, Executive Director

Commission Amendment And Responsibilities

The Coordinating Commission for Postsecondary Education was created by the 1976 legislature and amended in the 1977 session. One 1977 legislative bill repeats the powers and duties of the commission as established in 1976 and requires the commission to submit to the newly established postsecondary education advisory committee, by September 1, 1977, "a plan to provide for uniform data system for postsecondary education which is acceptable to and compatible with the needs of the legislature." It also requires the commission to: (1) develop proposals providing for the transferability of program credits among systems of postsecondary education, (2) determine the extent of student attrition in the three public postsecondary systems, (3) recommend approaches for reduction of attrition rates and (4) develop proposals for an integrated delivery system for provision of adult and continuing education services. Reports on these areas are to be submitted to the advisory committee by January 1, 1978. Continuing legislative assignments are to study remediation, maintain the

enrollment projection model for the state, develop a study of terminology of adult and continuing education and determine the responsibilities between the secondary sector and the postsecondary sector for adult and continuing education.

Advisory Committee

Role and Mission

Also created under this legislation was the postsecondary education advisory committee, which consists of the chairmen of the appropriations and education committees and six state senators, two appointed from each congressional district. The primary purpose of this committee is to study the role and mission of existing public institutions in the state and to redefine the roles and missions, making recommendations to the total legislature on or before January 1, 1978 with the development and implementation of resource allocation and uniform data system that are necessary to provide multiple year budget and program planning. A second 1977 bill provides a cash fund for a contractual relationship between the legislature and the commission for the above named studies.

NEVADA

University of Nevada System
405 Marsh Avenue
Reno, Nevada 89502
Neil D. Humphrey, Chancellor

Medical School Expansion

The 1977 legislature adopted a resolution urging the Board of Regents to expand the existing two-year medical school program to a four-year program awarding the doctor of medicine degree. Federal and state conversion funds are available and third-year students will be accepted in fall 1978. The wisdom of separating the community college division from the university system will be studied by the Legislative Commission prior to the 1979 session. The study will also review the

Community College Studies

future needs of Nevada residents for community college services, whether present resources available to community colleges are being used to maximum advantage and capital improvement plans of community colleges. Legislative support was also pledged to the Desert Research Institute, a division of the system, in its planning and research efforts for production, use and conservation

Energy Conservation

of energy.

Appropriations

The legislature approved 15 construction and improvement projects totaling $31,277,300. These projects are part of the university system 1977-81 capital improvement plan. The system submits an updated four-year program master plan and capital improvement plan every odd-numbered year. A general university operating budget for 1977-78 of $57.3 million, approved for the system and its two universities, three community colleges and research institute, is 9.5

Enrollments

percent over the 1976-77 budget. The university system expects to serve 35,850 students next fall, a 12.3 percent increase. Various economies are expected to be

Salary Increases

affected to accommodate an 8 percent increase in faculty salaries and an increase for state civil service categories of up to 10.5 percent.

Business Centers Consolidation

The legislature required that the existing four separate business centers (accounting, purchasing and nonacademic personnel services) be consolidated into one or two such centers. The regents are expected to reduce the number of centers to two, but no immediate savings is anticipated. In response to pressure

Tuition Increases

from the governor, the board has increased out-of-state tuition from $600 to $750 per semester. Tuition is in addition to the $22 per credit consolidated fee paid by all students at either university or $13 per credit at the community colleges. Earlier the board had set medical school fees at $1,100 per semester (up

from $1,000) for residents and nonresidents will pay that fee plus an out-of-state tuition of $6,000 per semester.

Special Appropriations

A special appropriation of $876,208 was made for equipment in various units of the system and it was specified this was not to become part of the base budget. A total of $604,262 was also appropriated for weather modification activities throughout Nevada by the Desert Research Institute for a 28-month period. For the first time the university system will have the right of eminent domain. This power was considered by bond counsel as necessary for the system to continue issuing nontaxable revenue bonds for construction of both academic and auxiliary enterprise facilities. The legislature authorized issuance of $10 million in taxable revenue bonds to construct laboratory and office facilities for the U.S. Environmental Protection Agency at the University of Nevada, Las Vegas. A nontaxable issue authorized for this purpose in 1975 failed to win the internal Revenue Service approval as a municipal bond.

Revenue Bonds

Retirement

The faculty have previously been able to elect to be covered either by the state retirement plan or TIAA-CREF. Under new legislation all incumbent faculty will have until December 31, 1977, to make a final and irrevocable choice of plans. New faculty employed July 1, 1977, or thereafter will have to participate in TIAA-CREF unless already covered by the state plan. The employee contribution rate remains at 8 percent of total salary and a like amount by the university. Retirement benefits were liberalized to provide 2.5 percent of average compensation per year up to 30 years to a maximum of 75 percent.

NEW HAMPSHIRE

New Hampshire Postsecondary
Education Commission
66 South Street
Concord, New Hampshire 03301
James A. Busselle, Executive Director

Student Aid

The New Hampshire incentive grant program was restricted to freshmen in the 1976-77 academic year, the first year of the program's operation. The Postsecondary Education Commission has requested funds to expand the program to sophomores in fiscal year 1978 and juniors in fiscal year 1979. Final action has not yet been taken on the state budget for the next biennium, but it does not appear likely that the appropriation for the incentive program will equal the commission's requested level of funding. The New Hampshire Higher Education Assistance Foundation reports that the level of lending to New Hampshire students under the higher education loan plan increased by $1 million in fiscal year 1977 over the average of the three previous fiscal years.

Management Information System

The Postsecondary Education Commission has continued in its utilization of "1202 commission" funds for the development of a statewide postsecondary education management information system. Utilizing a previous federal (Section 1203) planning grant, the commission designed the first phase of a management information system. The next phase will conists of three steps: (1) to develop automated data bases in those areas where accurate information is needed on an ongoing and timely basis for monitoring and evaluation purposes, (2) to design methods of collecting data manually in those areas that are deemed critical to the monitoring and evaluating function and where information is not now available and (3) to undertake the collection and analysis of information required to implement the strategies designed to achieve the statewide plan

objectives. Once this phase has been completed and the first elements of the state plan are operational, the commission will utilize the 1977 planning grant funds to focus on evaluating and monitoring the management information system.

NEW JERSEY

Board of Higher Education
225 West State Street
Trenton, New Jersey 08625
James M. Rosser, Acting Chancellor

10-years of Progress

On April 22, 1977, Ralph A. Dungan completed almost 10 years of service as New Jersey's first and only Chancellor of Higher Education. In the 10 years of his tenure, New Jersey has moved to create a system of higher education with diversified institutions offering a full range of educational opportunities to the state's citizens. Facilities were developed costing $500 million and the percentage of New Jersey students forced to seek places out-of-state, which stood at 60 percent in 1967, was more than reversed so that today not quite 40 percent go out-of-state. A free standing medical and dental school with three campuses was created, as were a number of specialized graduate programs. The Board of Higher Education, with the approval of the governor, elected T. Edward Hollander, Deputy Commissioner for Higher and Professional Education in New York, as the next chancellor to take office on August 9, 1977.

New Chancellor

Appropriations

Fortune, improved state fiscal capability and a well developed and defended board budget proposal resulted in a net state appropriation of $381.6 million for higher education for fiscal year 1978, an increase of $75 million, or 24.5 percent over the basic appropriation for 1977. With various transfers the net total will be approximately $400 million — the highest level of state support the higher education system has ever received. Included in the appropriation was an increase in state support for county colleges from $600 to $700 per full-time equivalent student. This will result in the state providing about 36 percent of the cost of educating a county college student. The Board of Higher Education adopted a revised system of student financial aid that coordinates several existing programs, leaving one tuition aid grant program, a garden state scholars program (based on achievement and need and administered by the colleges) and the educational opportunity fund program (need-based grants for financially and educationally disadvantaged students). The revised system will permit one application for all programs, including the Basic Educational Opportunity Grants, and will utilize a uniform methodology. Since it will require legislative changes before implementation, it is expected that the new system will become operative for the academic year 1978-79.

County College Funding

Student Aid Revision

Financing Study

The Commission on the Financing of Postsecondary Education completed its work and presented its report to the Board of Higher Education on June 17, 1977. The board announced that the recommendations will be considered in detail over the course of the coming year.

Basic Skills

The board directed all public higher education institutions to undertake standardized testing of incoming freshmen in reading, mathematics and writing, beginning in fall 1977, and established a basic skills council to plan for and oversee the program. In acting to ascertain the level of student skills, and thus permit the colleges to develop appropriate remediation, the board made clear that it regarded this effort as a catch-up operation, and that fundamentally

responsibility for basic skills training belonged to the elementary-secondary system and was not appropriate to higher education beyond a delimited period.

Faculty Evaluation

Legislation enacted some years ago, which replaced a three-year pretenure period with a five-year span, also required the regular evaluation of all faculty, including tenured personnel. By the end of this year procedures were in place for such evaluation of faculty at the state colleges and the county colleges. The process involves self-evaluation, peer review and administrative review.

NEW MEXICO

Board of Educational Finance
Legislative-Executive Building
Suite 201
Santa Fe, New Mexico 87501
Robert A. Huff, Executive Secretary

Progress Achieved, 1976-77

Progress has become a word often used during the past year in postsecondary education meetings in New Mexico and a great deal of progress has been made in many areas. State appropriations have increased over the past two years more than 33 percent for the colleges and universities in the state while at the same time, enrollments have remained constant. Inflation over the two-year period has been calculated at 15 percent, thus making the net gain for institutional improvement an 18 percent growth in available state funds. The general feeling throughout the state and in the legislature is that the colleges and universities are improving, both academically and in their capability of providing greater access to citizens in all strata of society and although progress has been made by the postsecondary education community, more progress needs to be made in the years immediately ahead.

Funding Formula

The Board of Educational Finance identified five specific goals for intensive effort during 1976-77. First among these was the modification and improvement of the university differential funding formula that is now well accepted by the universities and the legislature as the basis for future funding negotiations. The funding formula acknowledges differential needs by level of student in 14 different discipline areas and the differential needs of institutions due to their size variations. A second goal has been the development of a methodology for consistently analyzing the funding needs of two-year campuses and for improving the equity of funding recommendations presented to the legislature on behalf of the two-year campuses. A cost analysis on all of the branch and community college campuses is well underway and should be completed by the end of the summer. With a better understanding of the nature of historical expenditure patterns, efforts will be made during the coming year to develop a funding formula approach specifically suited to the needs and unique qualities of the community colleges in New Mexico.

Two-Year Campus Funding

Statewide Plan For Two-Year Programs

A third goal was the development of a statewide plan for future delivery of two-year postsecondary programs, both academic and vocational. Work continues on analysis of alternatives of governance, financing and program development for the two-year institutions. During the past year, a plan was developed that called for the merging of the two community colleges, one primarily academic and the other primarily vocational. The two institutions had existed in close proximity to one another and the legislature agreed with the board that consolidation of the two institutions into one comprehensive community college was in the best interest of the entire postsecondary educational

Merger Plan

Two-Year College Plan

delivery system. In addition, the governor named a task force to undertake development of a plan for a comprehensive community college in the Albuquerque area that would require the consolidation of some existing institutions and the addition of certain program elements that are not now available in that community

Program Evaluation

The fourth goal was the completion of an instructional program evaluation study identifying more than 70 degree programs in the six state universities that failed to meet productivity and participation criteria. More than 25 of those programs have thus far been eliminated and the others continue to be the subject of intensive study and review. The final 1976-77 goal was the development of a prioritized list of physical facilities needs for all of the institutions in the state. Such a list was approved by the Board of Educational Finance prior to the legislative session and was presented to the governor and the legislature. As a result, some $22 million in needed capital improvements were provided by the 1977 legislature. In addition, the voters authorized a $25 million capital outlay bond issue to be available to the institutions over the next five years.

Facilities Needs and Funding

NEW YORK

Board of Regents
University of the State of New York
State Education Department
Albany, New York 12224
T. Edward Hollander, Deputy Commissioner for
Higher and Professional Education

Enrollments

In 1976-77, New York's public and independent colleges and universities enrolled about 601,500 full-time degree credit students. This represents a decrease of .9 percent from 1975-76 — with the State University of New York (SUNY) decreasing 2.6 percent and the City University of New York (CUNY) declining almost 10.9 percent, and only the state's independent colleges and universities and proprietary schools increasing by 3.2 percent and 14.9 percent respectively. The percentage of high school graduates who entered postsecondary institutions dropped 1.4 percent to 65.9 percent. Part-time enrollments fell even more dramatically, especially at the graduate level, dropping 36.2 percent at CUNY, 7.5 percent at SUNY and 7.7 percent at independent institutions. This sudden decline in enrollments is partially explained by the continued fiscal instability and imposition of tuition at CUNY and by the increased tuition and mandated budget reductions at SUNY. While significant enrollment declines were expected after 1979, this early decline was not predicted.

Appropriations

As of June 1977, funds appropriated for postsecondary education in 1977-78 total over $1,296.7 million, a 1.8 percent increase over 1976-77. However, the legislature had not yet acted on the state's supplemental budget for 1977-78. The increase is dominated by a $25 million increase in funds for the tuition assistance program, so in real terms there is a reduction in the institutions appropriations. This reduction coupled with unavoidable increases in expenditures will force SUNY to cut 700 faculty and staff positions, force similar reductions at CUNY and maintain the status quo in terms of aid to independent institutions. Continued fiscal stringency is expected for the foreseeable future.

Student Aid

The legislature increased the funding for the tuition assistance program by $25.1 million, but did not accept the regents recommendation to raise the maximum amount of the awards. Several changes were made in regents schol-

arships, including abolition of the regents scholarship examination. Funding for disadvantaged students remains constant.

Statewide Plan

The regents statewide plan for the development of postsecondary education was submitted to the governor in November 1976, the culmination of two years' work involving all postsecondary institutions in the state that submitted institutional master plans and participated in hearings. The Board of Regents set out five goals for postsecondary education: quality education, responsiveness to societal needs, efficient use of resources, freedom of access and freedom of choice. In order to implement these goals, specific recommendations were made in such areas as improving the coordination of postsecondary education, self-assessment procedures, appropriate levels of government support, enrollment goals to 1984, alternatives to faculty tenure and facilities planning. The comprehensive master plans for SUNY, CUNY and the independent institutions were acted upon by the regents, the major area of disagreement being their disapproval of the sector enrollment goals. The governor has yet to take formal action on the plan.

External Degrees

The regents external degree program has made steady progress in the past year. By January 1977, 4,100 students had been awarded degrees, compared to 3,500 in June 1976, and currently over 20,000 students are enrolled in the external degree program ranging in age from 18 to 72. Most are employed full-time and many of the students are in the armed forces and reside in every state and abroad.

Program Registration

The State University of New York has challenged the Board of Regents authority to deregister ("dis-accredit") academic programs that do not meet the state's standards for quality. The current dispute, involving the doctoral programs in English and history at the SUNY at Albany, is in litigation. The New York Supreme Court, which is the court of original jurisdiction, decided that the regents did indeed have this power and SUNY has appealed the decision to the Appellate Division. Its ruling is expected by September 1, 1977. The State Education Department's doctoral project office is continuing to review doctoral programs in the state to assess their quality. Recognizing how expensive doctoral education is, the regents believe only high quality programs should be continued as the demand for doctorates declines and since 1973, 27 programs have been closed, either voluntarily or under the direction of the Commissioner of Education.

Doctoral Review

Business Careers

The office of the doctoral project is beginning a project designed to find employment in the business world for persons with doctoral degrees in the humanities. Humanists interested in careers in business will receive an intensive eight-week orientation in cooperating business schools to prepare them for jobs in cooperating corporations. The regents project on self assessment for colleges and universities, begun last year, encourages institutions to develop self-assessment procedures to monitor faculty quality, program quality, student development and other areas in order to develop overall academic quality. The 15 schools that are participating in the project will evaluate the concept as a means of developing academic quality and determine how the self-assessment project can bring about constructive changes.

Self Assessment

Staff Changes

Major changes have occurred in the State Education Department staff during the past year. On June 30, 1977, Commissioner Ewald B. Nyquist left the department and his successor is Gordon Ambach, currently the executive deputy commissioner for education. T. Edward Hollander, who has served for six years as deputy commissioner for higher and professional education, has res-

igned effective this summer to become the chancellor of the New Jersey Board of Higher Education.

NORTH DAKOTA

Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58501
Kenneth E. Raschke, Commissioner

Central Data Processing

The Board of Higher Education is or has been involved in studies of current and future issues all year. Full implementation of the changes proposed from these activities will be occurring as the evolution sets in. The data processing services for the institutions has become a centralized system network with an administrator, serving directly under the Commissioner of Higher Education, who has full authority and responsibility for the system hardware, software and personnel on each campus.

Enrollment Decline

The enrollment projections for North Dakota reflect a steady decline over the next 10 or 12 years for the type of students served to date. Thus, institutional efforts to stabilize the decline will center around the unserved potential consumers.

Off-Campus Programs

Resident off-campus activities have already started and will continue to expand as consumers effectively use the services of higher education.

Library Studies

The board requested the Postsecondary Education Commission (1202) to make studies on libraries, academic, public and private, to determine a long-range plan for facilities, networks and policy for the interrelationship. It seems fair at this point to assume the results will recommend increased networking and systemwide policies for operations. The networking will also include the existing contract with the Minnesota Higher Education Coordinating Board.

Future Issues

Some of the key issues that are more philosophical than operative for the future of postsecondary education include the following: (1) what should be North Dakota's goal for access to postsecondary education? (2) should consideration be given to institutions being modified or eliminated in the process of determining postsecondary education availability? (3) whose responsibility is it to determine postsecondary education needs of the people of the state? and (4) what portion of the state's resources should be allocated for education? These issues and others that are real objective concerns will be studied by many groups in the state as the board proceeds with planning for postsecondary education.

Planning

Legislation providing for the 17-member Postsecondary Education Commission will be helpful in resolving these issues, as it provides for broad representation of postsecondary education.

OHIO

Board of Regents
State Office Tower, 36th Floor
30 East Broad Street
Columbus, Ohio 43215
James A. Norton, Chancellor

Master Plan

The master plan for higher education, adopted in 1976, sets the agenda for the major planning and coordinating activities for Ohio postsecondary education. At this time the issues include increasing access to programs, improving pro-

gram quality, expanding the development of lifelong learning, strengthening graduate education, rationalizing health personnel education, improving public-private cooperation and strengthening the financing of higher education. Implementation of the master plan is the top item on the work program for the Board of Regents. Four thousand copies of the master plan and a like number of the summary were distributed to individuals within postsecondary education, state government, private foundations and business and industry and presentations of the master plan have been made to the faculty senates at most of the universities. Each month, the regents request a report from the universities on a specific issue addressed in the plan and a report on implementation of the plan's recommendations. Advisory groups have been established to work on issues that cut across faculty administration and trustee responsibilities.

Lifelong Learning

The advisory council on lifelong learning began its work in January to identify specific program needs. The committee will involve business and community leaders and colleges and university faculties and administration in expanding lifelong learning programs. The task currently under way is the identification of state policies which may have hindered or failed to foster lifelong learning.

Research

The master plan reported that there was no ongoing systematic mechanism to foster research and focus on industrial and economic development needs of the state and recommended establishment of a research advisory committee. Conferences have already been held to identify state research needs and to establish ties between university research personnel and state and municipal government leadership.

Energy Research

An interuniversity energy research committee has been established, including public and private institutions. The first request for an inventory of research activities and proposals identified over $5 million currently funded for research on energy problems and produced 330 new proposals from the university faculty. The committee is beginning an evaluation of these proposals while the regents are working with the legislature to seek funds.

Instructional Services

In its concern for improving the quality of instructional services, the board has continued the chancellor's advisory committee on instructional development. The third round of instructional developer's conferences is under way and the *Critical Readings* series has been updated. Although the foundation grant that supported the program in 1976-77 is terminating, the committee will continue to work with the part-time assistance of a staff member. The first report on faculty leave and development policies of universities and colleges will be presented to the legislature in June.

Proprietary Education

In 1976 the board developed an advisory committee on proprietary education, with representatives from public and private university faculty and administration and representatives of postsecondary proprietary institutions, that focuses on schools that are both accredited and offer the associate degree. Recommendations of the committee will be considered by the regents in September, including: (1) improving articulation between proprietary schools and public institutions, (2) increasing cooperation (including contracts) between the public and proprietary sector, (3) increased demands for maintaining the educational competence of proprietary schools and (4) extension of the student grant program to proprietary students.

Private Institutions Certification

In April 1977 the regents adopted a revised rule establishing standards of certifications of authorization to be issued to nonprofit independent institutions seeking to offer degrees in Ohio. The revised rule asserts that both instruction and scholarship are essential for acceptable degree programs and established new levels of resources that must be demonstrated to insure that both instruction and scholarship are sustained. In accordance with a bill passed by the legislature and an executive order from the governor, the board amended the

Paramedic Licensing

rule dealing with the administration of the licensing of emergency medical technicians-paramedic and the accreditation of emergency medical services training programs in May 1977.

Program Review

Each two-year technical degree program offered by a public institution is reviewed each five years to reexamine the need for it and the experience of placing its graduates. The first reviews were begun in 1976 and will be completed on a regular five-year cycle. Most programs were continued, although some programs were placed in an inactive category. The record of most technical programs offered well warranted their continuation. The board agreed that it would consider proposals for new doctoral programs only after an institution has submitted its procedures for systematically reviewing its graduate programs. The master plan calls for expanding this program review to undergraduate programs.

Reciprocity

This year the legislature authorized the Board of Regents to negotiate interstate reciprocity agreements for reciprocal tuition and student aid programs with states continguous to Ohio. The board is initiating discussions with adjoining states. In 1976-77, the board awarded over 54,000 grants totaling more than $25 million to students attending Ohio private and public colleges and universities through its instructional grants program. The legislature provided that students in accredited diploma nursing schools would be eligible for grants in 1977-78. The General Assembly also provided funds for initiating a merit scholarship program that will provide 1,000 awards of $1,000 each.

Student Aid

Washington Office

In March 1977, the board was authorized to contract for representation in Washington to supplement activities of the colleges and universities and to represent the interests of higher education across the state.

Capital Outlay

The Board of Regents recommended a tight budget of $133 million for capital outlay in the coming biennium — $8 million would go to assess the potential for conservation of energy and to begin retrofitting university buildings and $3 million was provided for eliminating physical barriers for the handicapped.

OKLAHOMA

State Regents for Higher Education
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E. T. Dunlap, Chancellor

Enrollments

Fall 1976 term headcount enrollment in Oklahoma's public colleges and universities was up 2.2 percent over the previous year, to 127,536 from 124,751, while enrollment in the state's private colleges and universities declined 3.9 percent from fall 1975. Total headcount enrollment for the fall term was 148,551 compared with 146,617 for the previous year. The number of black students enrolled in public higher education in Oklahoma has increased 92 percent over the past three years. The State Regents for Higher Education reported to the U.S. Office for Civil Rights that, as a result of the state plan for civil rights compliance, 3,823 more blacks were enrolled in state system institutions this year than three years ago. The proportion of black students for the fall term of 1976 was 7.1 percent, slightly higher than the representation of blacks in the state's population. The number of full-time black faculty members increased from 102 to 148 during the same period.

Management Training

The regents approved an innovative program combining the unique capabilities of six institutions to provide management training for employees of Tinker Air Force Base. Participating in the new program are five public institutions: the University of Oklahoma, Oklahoma and Central State Universities, Langston University and Oscar Rose Junior College; and one private institution, Oklahoma City University. The program will operate for five years, developing and offering courses in supervisory and management training for both civilian and military personnel at the air base.

Student Aid

In a continuing effort to broaden access to higher education, the state regents revised their fee waiver scholarship program to allow each state system institution to grant fee waiver scholarships in an amount equal to 1 percent of the institution's previous year's operating budget. Under the new policy, institutions are to award the scholarships to students so that at least 50 percent of all scholarships are based on financial need, and the awards are to be apportioned to provide equity for students by academic discipline or field of study consistent with the state's manpower priorities. The scholarships are to be awarded proportionately to the enrollment at the various levels (lower division, upper division and graduate) and by student classification (freshman, sophomore, etc.) The potential amount available for scholarships during the current year under the revised policy is $2.2 million.

The tuition aid grant program provided 2,197 Oklahoma college students with grants totaling $532,304 in 1975-76. The amount available for student assistance under this program in 1976-77 is in excess of $1.3 million. The regents made 28 awards worth more than $100,000 under their minority graduate student assistance program, 14 of which were doctoral study grants for students working towards their doctoral degrees and 14 were graduate assistantships for students pursuing master's degrees. The minority assistance program was set up in 1974 as part of the state plan for civil rights compliance in an effort to enlarge the pool of qualified minority college level teachers in Oklahoma.

Tuition/Fees Policy

The state regents adopted a new fees and tuition policy following a court decision regarding legal limits on fees and tuition set by the legislature and the passage of a bill in January. The new policy sets a timetable for institutions' requests for fee increases and provides for public hearings on proposed changes in fees and tuitions. The policy also provides that public notice of any increase in fees and tuition will be given at least 120 days prior to the effective date.

Student Costs

The cost of attending public institutions of higher education in Oklahoma is at or below the regional average, according to a study released by the regents. The study, which reflects the effects of last fall's increase in fees and tuition at the public colleges and universities, compared student charges in state institutions with those of like-type institutions in nine surrounding states.

Televised Instruction

The Oklahoma Higher Education Televised Instruction System (Talkback Television), operated by the state regents, has been expanded to reach 57 remote locations throughout the state. The system is a closed-circuit microwave network with two-way audio capability through which classes from 12 colleges and universities are made available at remote receiving locations. The system now connects 23 state system campuses, 8 private institutions, 4 vocational-technical centers, 6 corrections facilities, 4 industrial locations, 8 hospitals, 3 federal government installations and 1 secondary education center.

Degrees Conferred

During the 1975-76 school year, Oklahoma colleges and universities conferred 22,160 academic degrees, an increase of 2 percent over the previous year. The largest increase was at the associate degree level, up 9.7 percent. Bachelor's

degrees increased slightly over the previous year, up .1 percent, and master's degrees increased 6 percent while first professional degrees declined 4.2 percent and doctoral degrees declined 20.2 percent.

Articulation

After several months of review, the state regents reaffirmed their articulation policy originally adopted in December 1975. The regents added one additional provision to the policy that allows four-year institutions to require additional general education course requirements of students who transfer at the end of their sophomore year, provided the regents approve such additional requirements and provided that any additional course work is included within the upper-division work of the student and doesn't lengthen the time required to earn the bachelor's degree. The total number of hours required of a transfer student who meets all the requirements in the policy may not exceed the number required for the bachelor's degree as indicated in the four-year institution's catalog. The articulation policy is aimed at easing the transfer of students within the state system.

Inservice Education

The state regents were hosts to a 10-state regional seminar on higher education budgeting in December. The seminar was part of the Inservice Education Program (IEP), administered by the Education Commission of the States in cooperation with the State Higher Education Executive Officers. The regents cosponsored with IEP a second seminar in February for members of institutional governing boards and administrators of Oklahoma colleges and universities. A total of 203 people attended this seminar, which focussed on great issues in higher education, including representatives of 26 public and 10 private institutions.

Budget Allocations

The State Regents for Higher Education allocated $241.1 million for the 1977-78 operating budgets of the 27 institutions and 8 other budget agencies that make up the State System of Higher Education. The allocations represent 97.4 percent of the $247.3 million budget needs recommended by the regents to the legislature. Included in the budget allocations are some $21 million in increased state appropriated funds, which total $173,261,053. The regents also allocated $14.35 million for capital improvements at state system institutions and have requested a total of $22.2 million in capital funds from the legislature for expenditure during 1977-78.

OREGON

Educational Coordinating Commission
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T. K. Olson, Executive Director

Appropriations

At the close of Oregon's second longest biennial legislative session on July 5, 1977, legislation affecting education included approximately 60 percent of the state's general fund being appropriated for education and a reform in elementary-secondary finance with more funds going to low-wealth districts. In addition, state aid the second year of the biennium will reach 40 percent of estimated school operating costs, up from 30 percent 1976-77. Total state aid for 1977-79 will be $617 million, compared to $418 million in 1975-77. For the state's colleges and universities, the legislature accepted the commission's and the governor's recommendation that tuition be a fixed share of instructional costs — 25 percent for resident undergraduates, 100 percent for nonresident undergraduates, 29 percent for resident graduates, 34 going to 38 percent for

Tuition

nonresident graduates and 15 percent for medical and dental students. Another policy decision was the differential in graduate tuitions, with nonresidents paying higher fees.

Student Aid

Student financial aid funds were increased significantly in the State Scholarship Commission budget. In addition to $4.3 million for low-income students, $2.68 million was appropriated for middle-income students up to $17,000 family income. For state system students in the $17,000 to $20,000 income level, an additional $885,500 in need grants will be available. Another $750,000 for need grants was placed in the emergency fund. Two new programs, need grants and loans for medical and dental students, were started with a $326,720 appropriation. Community colleges received a boost in operating costs designed particularly to aid small colleges. The community college construction obligation of the state was paid off with a $22 million appropriation. No new buildings for 1977-79 were approved, pending development of criteria and priorities.

Two-Year College Funding

Commission Authority

The legislature decisively rejected attempts by education special interest groups to reduce the authority given the coordinating commission by the 1975 legislature or to abolish the commission, replacing it with a legislative committee and staff. The commission's budget was approved by the legislature at the full amount recommended by the governor. The legislature also assigned the commission several tasks during the interim prior to the 1979 legislative session, including a review of the community college construction criteria of the Board of Education and analyzing the graduate program review to be conducted by the Board of Higher Education. The commission also will conduct a pupil cost weighting study in elementary-secondary finance, including special education for handicapped children. Another project will be statewide educational telecommunications planning and finance.

And Tasks

PENNSYLVANIA

State Department of Education
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Edward C. McGuire, Commissioner for Higher Education

Master Plan

The Postsecondary Education Planning Commission has been designated by a resolution of the State Board of Education to develop and recommend a statewide postsecondary education plan for Pennsylvania. In conjunction with this statewide master planning effort, the commission has formed five task forces to develop issues and work toward a new issue-oriented master plan for higher education by mid-1978. The task forces named by the commission include: (1) societal needs and educational goals, (2) equal education opportunity and quality education, (3) programs and services, (4) delivery systems and (5) finance. The timetable for development of the plan calls for completion of first and second drafts by December 1977 with regional hearings to be held in December 1977 and January 1978. Adoption of the new plan by the State Board of Education is scheduled for August or September 1978.

Two-Year Postsecondary Programs

The two-year postsecondary education task force report, published in November 1974, focused on improving access to two-year program opportunities throughout the state. In attempting to implement the 28 recommendations made by the task force, the commissioner's staff worked in two major directions. The first was an effort to bring about the enactment of chargeback legislation that would have required a local taxing authority to sponsor the enrollment of a resident in a

community college of that person's choice anywhere in the state. In an unusual parliamentary procedure, the bill was recalled after receiving a favorable third reading in the house and subsequently voted down in July 1975.

The second direction was to seek the development of consortium-type arrangements based on interinstitutional cooperation. The thrust of this effort was to explore the feasibility of developing community colleges/technical institutes without walls. Eleven areas of the state have been involved in some form of exploration over the past two years. The underserved section of each of the 10 planning regions either has been or is being thoroughly researched for available resources, prevailing attitudes and models of possible consortia and combined federal and local funds of $400,000 have been committed. Despite the generally favorable responses reflected in survey results obtained from high school-aged students, the adult sector and business and industry sources, no evidence has been seen of a commitment to alternative education on the part of the taxing agencies nor of a movement toward consortium-type activity on the part of postsecondary institutions.

Teacher Education

The competency-based approach in curriculum development continues to be a major emphasis. All new programs in teacher education and an increasing number in academic areas are being structured on competency criteria. The longitudinal research study of first-year Pennsylvania teachers, now in its second year, reveals that the majority of teacher education curricula are being modified to become more result-oriented.

Program Approval

The Department of Education is responsible to support the Secretary of Education in approving all degree programs established in the 14 state colleges and university. A new approval process was structured that requires the secretary's approval for development of a new program, replacing the previous one that enabled the colleges or the university to develop a program and then seek approval. The new process recognizes and respects the institutional approval process, considers professional associations' accreditation where appropriate and requires peer evaluation and consultation in developing the program. The program approval process in teacher education was further refined during the 1976-77 school year. Fifty chairpersons were prepared to chair program approval teams. Previously, the teams were usually chaired by Department of Education staff. The procedures used in training the chairpersons were competency-based and proved to be a unique and effective exercise by all participants. The general standards for program approval were revised and the revision adopted by the State Board of Education. The new standards reflect an emphasis on outcomes rather than on processes. In addition, new standards for a comprehensive special education certificate were developed.

Advisory Boards

Statewide advisory boards have been established for computer science and law enforcement programs. The results have been so encouraging that participants in other "active" program areas will be urged to establish such boards. A major effort was also undertaken in cooperation with the governor's council on drug and alcohol abuse. Programs at many colleges and universities were funded and monitored.

Program Survey

The computerized academic program data base, established by the State Department of Education in cooperation with all postsecondary degree-granting institutions, was updated in 1976 and the publication *A Survey of Educational Programs in Pennsylvania* was revised and reprinted in August 1976. The data base has been used by the Pennsylvania Association of Colleges and Universities in preparing a report on unnecessary program duplication, undertaken at the request of the State Board of Education, to be released some time in 1977.

Lifelong Learning

A new Department of Education publication, *The View of Agents and Consumers Needs of the Lifelong Learner,* was issued in April 1977. After much discussion of the needs of Pennsylvanians and procedures for determining those needs, the department's lifelong learning steering committee surveyed a broad spectrum of individuals representative of groups concerned with lifelong learning. Areas of needs identified in the initial responses and surveyed in subsequent questionnaires include admissions requirements, counseling services, credit for experience, financing, location of courses, special kinds of courses and transfer of credit. The survey sheds a glimmer of light on answers to such questions as who needs what, how can needs be met and who pays the bill?

Noncollegiate Programs

Because of a commitment to lifelong learning, the department has embarked on a new program on noncollegiate sponsored instruction, which links together postsecondary education and noncollegiate organizations by evaluating educational programs and courses sponsored by the latter. Since January 1977 the program, in collaboration with the American Council on Education, has conducted course reviews in Pennsylvania, and five Pennsylvania organizations have so far received academic recognition of courses evaluated. Review teams are selected by the program staff from college and university faculties and noncollegiate organizations.

Project 81: Articulation

Project 81 is an effort, primarily of the Office of Basic Education, to rethink the purposes and outcomes of elementary and high schools in terms of desired competencies of high school graduates, to restate graduation requirements in terms of competencies and to reintegrate the school and the community in the learning process. By 1981, it is planned that the basic and postsecondary education communities, together with the lay community, will have thought together about the outcomes of secondary education, expressed their expectations in specific statements, and educational programs will be changed accordingly. The concerns of the postsecondary education community that have emerged from this project focus on issues of articulation from secondary to postsecondary education, possible need for competency-based degree programs, needed changes in pre- and inservice teacher training, needed assessment of competencies and needed research and evaluation of effects of competency-based and community-based education. The higher education community in Pennsylvania has been asked to be involved in the project by providing direct assistance to 12 model school districts, participating in a research consortium and participating as members of a higher education advisory committee.

Equal Opportunity

Veterans Education

A concerted effort is being made to expand the range of equal access and educational opportunity, including increased enrollments of minority graduate students, more equitable treatment of women and new redefined missions for colleges and universities. The number of veterans pursuing higher education in Pennsylvania has increased for the fourth consecutive year to 37,066 students. During the past year the division of programs to advance veterans' education approved 23 prison education programs, and the number of incarcerated veterans pursuing part-time vocational, high school and college-level training has increased significantly. The division of programs to advance veterans' education (PAVE) sponsored five outreach programs with the Bureau of Employment Security, attended by 1,464 Vietnam era veterans.

Aid to Disadvantaged

During 1976-77, the higher education equal opportunity program provided tutoring and special counseling services to over 6,500 economically and educationally disadvantaged students in 53 colleges and universities throughout the state. Retention rates for the entire program across all four classes currently average 87 percent and staff activity has resulted in over 50 new curricular offerings spanning all institutions receiving monies through the program. The

programs in conjunction with institutions are developing career counseling components for all levels of their student population and over 800 students have graduated from institutions as a direct result of their participation in the program.

Student Aid

The Pennsylvania Higher Education Assistance Agency, as a follow up to its 1974 action calling for a review of its policy to permit out-of-state portability of state student grants in 1976, announced that the present policy would continue through the 1978-79 academic year. However, starting in 1979-80, state student grant eligibility would be denied to students planning to enroll in states contiguous to Pennsylvania unless those states have portability agreements with Pennsylvania. Legislation was passed authorizing maximum annual state student grant awards to be increased from $1,200 to $1,500 effective with the 1977-78 academic year. Plans are underway to initiate a single student financial aid application form and use the nationally adopted uniform methodology for evaluating parental ability to pay college costs. Present goals call for a modified procedure to be operational by 1978-79 with full operations by 1979-80. When the plan is fully operational, a state resident will submit one application for consideration of all federal, state and institutional student financial aid.

Aid to Private

The State Board of Education and the Office of the Budget recommended to the legislature the continuation of institutional assistance grants (IAG) to private colleges and universities at the same level of support provided for the two previous years. The IAG program, administered by the Pennsylvania Higher Education Assistance Agency, has helped private institutions to meet inflationary costs and minimize tuition increases.

Budgeting System

The state-owned colleges and university have installed the program classification system (PCS), developed by the National Center for Higher Education Management Systems (NCHEMS). Information from this system is used for budget submission and legislative budget hearings as well as in local campus decision making. As a supplement to this system, models are being developed for salary and revenue projection and a resource allocation system for distributing the funds made available by the legislature. Further effort in the development of a uniform program classification and reporting system with the community colleges has been curtailed due to lack of funds. The department plans to continue the development and implementation of the common budgeting and reporting format started last year with the state-related universities.

Proprietary Coordination

The proprietary school coordinating council has now grown to 40 degree-granting proprietary institutions. The president and council's staff director now participate in all higher education coordinating meetings. At present the council is focussing on pending state legislation calling for restructuring as a single entity the existing and separate boards of private academic, business, correspondence, driver training and trade schools.

Student Lobby

The student advocacy for the state colleges and university, the Commonwealth Association of Students (CAS), has spent 1976-77 in coalition building with other organizations and in making its students more politically active and aware. In one month's time, CAS registered over 10,000 new voters and the 1976 elections saw heavy student turn-out at the polls. Student consumerism has been CAS' major higher education project. As its initial step for better information and service for the consumer of higher education, CAS has established a joint committee with the faculty union to develop a systemwide evaluation of the faculty. In human rights, CAS successfully petitioned the public colleges' administrations to include a "sexual or affectional preference" nondiscrimination clause in all published hiring and admittance policies.

The Pennsylvania Independent Student Association (PISA) is a student lobby group structured to serve the 200,000 students in private colleges and universities in the state. Organized this year, PISA is providing and promoting communications and cooperation among the student governments at private institutions and has been working to improve financial assistance for those students who wish a private higher education.

RHODE ISLAND

Board of Regents for Education
199 Promenade Street
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Thomas C. Schmidt, Commissioner of Education

Federal Programs

During the past year, Rhode Island has witnessed progress in postsecondary education within three major types of activities: the continuation of administrative duties, master planning and data collection. Participation continued in the federal grant programs of Titles I, VI-A, and VI-D of the Higher Education Act (HEA Title I is designed to strengthen the continuing education efforts of postsecondary education institutions on behalf of community service. As of June 1977, two projects have been approved and others are currently under consideration. Title VI-A provided seven institutions with grants for the purchase of equipment to improve undergraduate instruction. Title VI-D functions to train personnel for the education of the handicapped and in the past year, $70,000 has been allotted to pay for inscructors, costs, materials and credit costs.

Medical Student Contracts

This year the regents negotiated contracts through the New England Board of Higher Education with the school of medicine at the University of Vermont, the school of veterinary medicine at the University of Pennsylvania and the New England College of Optometry. The contracts provide for student positions for Rhode Island residents in programs that are inadequate or not available in Rhode Island. The state provides annual subsidies to be repaid as a loan by each student. The optometry contracts were initiated for the first time for students enrolling this fall. There are 4 students in the optometry program, 6 in the veterinary program and 16 in the medical student program. Recently there has been some concern as to whether the contract students were maintaining residency ties in Rhode Island.

Master Plan

Assessment

In the area of master planning, two major projects were approved by the Postsecondary Education Commission (1202 commission) and the regents — a statement of the purposes of postsecondary education and the development of a procedure for the annual assessment of postsecondary education in Rhode Island. The purposes document provides a master plan for postsecondary education by defining 10 broad purposes and 15 tasks as areas for immediate attention. A prototype annual assessment report was created that will organize data related to postsecondary education in such a way as to compare performance and outcomes of institutions with goals in the master plan.

Student Aid

In the area of student aid, the legislature enacted legislation to restructure the administration and funding of postsecondary education financial assistance. The newly created Rhode Island Higher Education Authority, an independent agency, will oversee all aspects of financial aid for postsecondary education including guaranteed student loans, need-based grants, need-based scholarships and need-based work-study. The need-based grants and work-study are

new programs resulting from an increase in state funding. They will provide 20 percent matching funds to institutions participating in the federal work-study program.

Data Collection

Efforts have continued in the area of data collection to strengthen the information base for postsecondary education. A pilot effort to merge state level with federal level information needs was tested by the public institutions in the Higher Education General Information Survey (HEGIS) opening fall enrollments report. An appendix was developed that provided for the collection of more detailed information in such areas as student residency, noncredit program offerings and admissions. It is expected that this program will eventually also include the independent institutions. Other sources of information on student characteristics include the College Entrance Examination Board and the freshmen profile of the American Council on Education. This information will be examined in an evaluation effort to be used in conjunction with the annual assessment report.

SOUTH CAROLINA

Commission on Higher Education
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Howard R. Boozer, Executive Director

Commission Restructuring

Based on the report of a legislative study committee, identical bills were introduced in both legislative houses in 1977 to restructure and strengthen the Commission on Higher Education. The restructuring would remove from the commission the chairmen of the eight governing boards for public institutions and systems who serve ex officio. These eight serve with nine members appointed by the governor. The proposed structure would have 18 appointed members and the strengthening would occur through increased responsibility and authority in the appropriation process and in authority to discontinue academic programs. Although the house did not vote on its bill, the senate version passed in April with several amendments, one of which seriously altered the thrust of the original bill. As amended, the bill provides that the presidents of all public institutions "shall attend and serve as ex officio non voting members of the commission and shall have the right to attend and participate in any and all regular meetings..." These are in addition to 18 appointed members who vote and provide for a commission of 53 fully participating members. As the legislature adjourned for the year, the bill will be considered in January 1978. A number of amendments have been prepared, most of which address the structure of the commission.

Private Institutions Licensing

Legislation enacted in 1977 provides that the Commission on Higher Education "shall be the sole authority for licensing nonpublic educational institutions established (in South Carolina) or elsewhere to operate in or confer degrees (in South Carolina)." The law provides a penalty of up to $5,000 for each degree granted in willfull violation and up to $15,000 against a person who violates an injuction restraining and preventing violations of the act. An institution accredited by any association or organization recognized by the Council on Postsecondary Accreditation or approved for teacher certification by the State Board of Education shall be considered as meeting standards for licensing. Amendments added by the legislature exempt from the act any institution chartered by the secretary of state before 1953, chiropractic colleges, bible institutions and theological schools.

Appropriations

Last fall the public colleges and universities submitted 1977-78 appropriation requests totaling $157.8 million. This relatively modest 4.7 percent increase over actual 1976-77 appropriations resulted from the Budget and Control Board having, for the first time, set a ceiling on the amount each state agency could request initially, although the agencies were also permitted to submit supplemental requests. The commission's review, based primarily on an appropriation formula developed jointly with the institutions, resulted in 1977-78 recommendations to the Budget and Control Board and to the legislature totaling $163.8 million. The 1977-78 appropriation act, when finally passed, contained a total of $155.8 million for the public colleges and universities, an increase of 3.3 percent over 1976-77. $19,330,847 was appropriated to the public colleges and universities representing their share of the state costs for Social Security taxes, workmen's compensation insurance, retirement plan expenses and other fringe benefits. In prior years the costs of such benefits had been included in one overall appropriation covering all state agencies rather than distributed among the agencies individually. The 1977 legislature also decided that future appropriation bills, beginning with 1978-79, would contain line items rather than lump sum appropriations for the public colleges and universities.

And Formula

Capital Improvements

The General Assembly provided a relatively modest $3,647,900 for capital improvements at the public colleges and universities with the medical university receiving $2.2 million of the total. No new construction was funded although planning funds were provided for five new projects. . The provisions of the State Institution Bonds Act were extended to the institutions under the State Board for Technical and Comprehensive Education. This act provides for the raising of funds for capital improvements through the issuance of bonds backed by the state and financed with a part of the charges to students designated as "tuition."

Student Aid

The State Education Assistance Authority was authorized to issue in 1977 its second $5 million bond issue, providing for loans to students through the South Carolina Student Loan Corporation. Loans valued at $1.6 million were made to students during the year. The assistance authority will now become the state guarantor agency in conformity with requirements of the 1976 federal amendments. The tuition grants program, which provides need-based grants to residents attending approved independent colleges in the state, was appropriated $8.35 million for the fiscal year beginning July 1, 1977 and with State Student Incentive Grant funds, the total will be about $9.1 million, an increase of $1.4 million over 1976-77. During that year, 6,905 grants totaling $7.7 million were made. During the debate in the legislature, the house agreed to provide an extra $1 million and to finance the extra funds by imposing a mandated $138 "head tax" on each nonresident student at the public institutions. This move was vigorously opposed by the public institutions and the commission and was defeated in the senate.

Medical Education

The dean's committee on medical doctor education was established by the legislature in 1976 to provide for cooperation between the established Medical University in Charleston and the new medical school at the University of South Carolina. In addition to the deans and presidents of their institutions, a representative of the governor and representative of the Commission on Higher Education serve as members. The new medical school, scheduled to admit its first class in September 1977, has been established with the financial assistance of the Veterans Administration. The dean's committee has approved a statement on "Procedures for Supplementation of the Basic Salaries of Full-Time Clinical Faculty Members Engaged in Private Practice of Health Professions as an Adjunct to University Teaching," prepared by the staff on the commission.

New Medical School

Other matters for possible consideration include the role of the deans in health planning, interinstitutional cooperation in providing training in the medical specialties, consultation with respect to student admissions, faculty recruitment, graduate training programs and residencies.

Optometric Education

Following an assessment of the need for vision care services and optometric education in South Carolina, prepared by a special subcommittee and the task force on optometric education of the Health Education Authority, the commission reaffirmed its desire for South Carolina to participate in a tristate regional school of optometry with Georgia and North Carolina. Implementation of the project will depend upon a number of factors such as the availability of federal funding for detailed planning, the success of the plan in demonstrating feasibility and desirability of establishing a regional school, the availability of federal funding for construction and approval by the General Assembly. During the planning period, the host institution for the proposed school of optometry would be identified. The Southern Regional Education Board is coordinating this interstate project.

Nutritional Education

The Commission on Higher Education is organizing a series of conferences on planning for the improvement of nutritional education in South Carolina, designed for faculty and administrators in colleges, universities, medical schools and health education centers. The first conference on June 15 focused on infusion of nutritional awareness and substantive preparation in the nutritional sciences in the medical school and health science curricula. Conferences in fall 1977 and in spring and fall 1978 will be concerned with nutritional awareness and substantive preparation in the nutritional sciences in the curriculum of departments and colleges of education and arts and sciences, and in the undergraduate and graduate preparation and training of personnel for work as technologists and professionals in the various nutritional specialties.

Planning

The Commission on Higher Education, augmented by the State Superintendent of Education, the chairman of the advisory council of private college presidents and representative of proprietary education appointed by the governor, is the Postsecondary Education Planning Commission (1202 commission). A number of major studies and reports were completed this past year. Based on the results of a survey of a cross-section of the state's citizens, the commission reaffirmed its

Goals

support of the goals established by the Commission on Higher Education in 1971 and published in *Goals for Higher Education to 1980 in South Carolina*.

Enrollment Projections

According to a study prepared by the commission staff, enrollment in postsecondary institutions will continue to increase in South Carolina at least through 1985. Employing both "age ratio" and "cohort survival" techniques independently, the projections indicate that enrollments in senior colleges and universities will be 25 to 45 percent higher in 1985 than in 1976. Annual growth rates of 3 to 4 percent for the next several years are expected. Principal reason for this optimistic outlook is that South Carolina, a traditional exporter of people, experienced a net immigration of population in the period 1970-75, a trend that is expected to continue for the forseeable future.

Libraries

An exhaustive study of library resources in the state has been completed and presented to the commission. The study assesses strengths and weaknesses of libraries in all nonprofit postsecondary institutions and attention is also given to the role of the major public libraries. The study contains recommendations for action that have been adopted by the commission and priority attention will be addressed to upgrading the quantity and quality of holdings at three new senior branches of the University of South Carolina. To implement the consultants'

numerous recommendations on interlibrary cooperation, the commission established an advisory committee on libraries.

Community Colleges

The advisory council on community colleges presented to the commission its first report. Focussing on access and on financing, the council suggest that: (1) given the numbers and diversity of public two-year colleges, no more be created in the forseeable future; (2) given the diversity of governance in this sector, one coordinating board with a statewide perspective be authorized to assign priorities for new state-funded construction on existing campuses; (3) formulae be developed allocating operating costs among students, local service areas and the state; and (4) each region of the state be analyzed to make sure the needs of residents in that area are being substantially met.

Management Information System

Progress has continued in two important phases of the project to computerize the statewide higher education management information system. Computer programs to assist the institutions in the preparation of their Higher Education General Information Survey and commission reports were completed in mid-1976 and are being tested with the data base of one of the universities. These programs will be available for all other institutions to use as they complete their computer data bases. The costing and data management systems computer software developed by the National Center for Higher Education Management Systems has now been implemented on the computers of two universities. Computer programming to build and maintain the commission's state-level data base is currently under way and testing of the data base will be completed in June 1977. The anticipated outcome is the ability to collect, store and analyze data concerning all of postsecondary education in South Carolina beginning with 1977-78.

Tuition

The Southern Regional Education Board prepared in May a study comparing tuition and required fees of South Carolina public colleges and universities with those of the other Southern states. Among the conclusions of the study were that such fees paid by fulltime South Carolina students are higher than in all but three other Southern states and fees charged to out-of-state students are somewhat above Southern regional medians.

SOUTH DAKOTA

Board of Regents
State Office Building No. 3
Pierre, South Dakota 57501
Richard L. Bowen, Commissioner of Higher Education

Appropriations

The South Dakota legislature in fiscal year 1978 restored many of the cuts that had been made in the higher education budget in 1977. The public higher education system received a 5.9 percent increase in its operating budget, well above that provided most agencies. In addition to this increase, a $100,000 special appropriation for sizable salary adjustments in selected critical positions was allocated to the colleges and universities, adding to the overall increase received in the system. Except for those designated on the critical salary list, regents' employees were treated as other state employees with only a $250 cost-of-living increase. For a drought year, most people felt that the legislature did as well as it could, but as a result of the small salary increases, the system's employees dropped even further behind comparative groups of employees in surrounding states.

Salary Increases

Legislative Approval of System

The legislature expressed its confidence in the performance of the public higher education system through a resolution that stated ".... there has been developed within this state a system of public higher education of high quality which has served, and is now serving, in a competent manner the basic needs of public higher education.... the legislature recognizes the need for more adequate funding for public higher education....". The main thrust of the resolution was that the legislature wanted the system to remain intact with all existing schools and programs.

Secretary's Staff Reduced

The legislature reduced the size of the staff of the Secretary of Education and Cultural Affairs to only two persons, effectively stripping most of its newly developed functions.

Accountability

More accounting of a variety of activities was required of the state's schools under bills which: (1) required state administrators to file a semiannual report enumerating employees under their supervision, (2) define full-time equivalent employees in the same manner for all state employees, (3) require additional review of money and grants received from the federal government or other sources in excess of appropriations, (4) require approval of personnel employed under federal grants and (5) set up a separate tuition and fees fund that will identify this income and reappropriate the same annually to the schools. In other legislative action, South Dakota became the first state to ratify the compact for education proposed for 14 midwestern states.

Regional Compact

Health Education

The legislature also added registered physical therapy students and chiropractic students to the state's health profession scholarship/loan program.

Enrollments

Enrollment in the state's public higher education institutions remained relatively stable, but total credit hours generated declined by 1.1 percent in fiscal year 1977 as compared to 1976.

Funding Problems

In fall 1976, the Board of Regents considered a variety of alternatives that might be necessary to reduce expenditures in the event inadequate funding was provided for the system for fiscal year 1978. Although the final appropriation was not for all that was requested, it helped to restore the funding shortages for 1977 and was considered adequate to continue the existing programs in the system without imposing any of the cutbacks that had been developed for emergency consideration.

Roles and Missions

The board also reexamined the roles and missions of each institution and considered ways to improve the effectiveness of the total educational system while strengthening each of the schools.

Salary Increases/Balanced Budgets

Currently the board has asked each institution to provide them with a plan for increasing faculty salaries internally by 20 percent and adjusting personnel costs and operation and maintenance costs to achieve a better budgetary balance between the two.

TENNESSEE

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G. Wayne Brown, Executive Director

Enrollments

Enrollments in public higher education showed a slight decline (.7 percent) over the previous year, although there were slight increases in the number of women, minority and older students.

Salary Increases Appropriations

The legislature approved a 7 percent hike for salaries compared to 9 percent in 1976, and total appropriations for the 21 institutions were $224,260,000 compared to $195,413,000 in 1976, a 14.8 percent increase.

Capital Appropriations

The commission conducted a facilities evaluation study of all campuses and determined that some $60-$65 million will be required over the next five years for major maintenance and renovation. $5 million has been appropriated for 1977-78. The legislature approved a total of $19,105,000 in other capital projects including $1,027,000 for three family practice model facilities for the University of Tennessee center for the health sciences.

Master Planning

Master plan activities have included a forum that dealt with the level of expectation of college graduates, both in basic skills, understandings and special attributes. A second in the master planning forum series dealt with the changing roles and status of women in higher education. Publications are being issued following each forum, highlighting discussions and concerns voiced by participants.

Desegregation

In January a U.S. District Court judge ordered the merger of Tennessee State University and the University of Tennessee at Nashville under the governance of the State Board of Regents. Under the plan, the two schools would merge by 1980 into a single institution known as Tennessee State University. The University of Tennessee trustees voted to appeal the decision and the commission also voted to appeal the merger order to the Sixth Circuit Court of Appeals. The regents accepted the merger and are taking steps to implement the plan ordered by the court.

Student Aid

The federal district court in Nashville ruled in May that the Tennessee student assistance program was constitutional. The ruling has been appealed by Americans United for Separation of Church and State. The legislature approved $2,025,000 in state funds for student assistance, and the program qualifies for federal State Student Incentive Grant Program funding.

New Medical College

The liaison committee of the American Medical Association and the American Association of Medical Colleges has granted the East Tennessee State University medical college a "letter of reasonable assurance" of accreditation, thus clearing the way for release of $34.3 million in federal Veterans Administration funds. The action allows the medical college to open in the fall of 1978.

Performance Funding

The performance funding project is now in its second year. Over $500,000 in external support has been generated to explore the feasibility of allocating some portion of state funds on a performance-effectiveness criterion. Present activities include 11 campus-based pilot projects and one governing board project in operation. In addition, two external evaluators are evaluating the entire project at both the commission and campus level. Three publications, *A Status Report and Plan of Action, Models for Educational Evaluation* and *Case Studies in Performance Funding* are available.

TEXAS

Coordinating Board, Texas College
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Kenneth H. Ashworth, Commissioner

Fiscal Problems

Texas higher education in 1976-77 was tempered by a mood of cautious spending as legislators advocated a "hold-the-line" approach on expansion of the state college and university system. The 28 percent increase over the current

biennium in funding for 1978 and 1979 marks the lowest percentage rise in higher education spending in almost a decade. Recommendations of the joint advisory committee on government operations, a panel of legislators and citizens charged with studying economy and efficiency in state government, accounted for several of the new laws directed toward assuring greater effectiveness of the higher education dollar. The Coordinating Board issued a preliminary report on job supply and demand to serve as a guide to lead students into fields offering the greatest opportunities for future employment. Efforts also continued for accurate assessment of higher education needs as enrollments stabilize through the early 1980s. The board ended a year-long deferral of consideration of new college programs for less than doctoral degrees, but continued for up to 15 months its deferral of new doctoral program requests.

Job Opportunities

Program Deferrals

Appropriations

The 65th legislature pared higher education budget requests considerably from the 61 percent increase sought by the institutions. Funding for the next biennium totals $2.9 billion, compared with close to $2.3 billion in 1976-78. Included in the state budget was some $15.8 million in supplemental appropriations for fiscal 1977 to senior colleges and universities for additional cost of utilities. In addition, lawmakers directed the Coordinating Board to restudy the formula system by which colleges and universities receive state funding. Any new system for allocating higher education resources would not be implemented until at least 1981.

Formula

Capital Projects Approval

In an extension of authority delegated two years ago, the legislature broadened the Coordinating Board's review of college construction projects to the consideration of costs prior to approval or disapproval of a proposed project costing more than $500,000. The legislature in 1975 required board approval of all major college construction projects, except those specifically authorized by the legislature, but the state attorney general the next year ruled that the law did not allow the board to weigh cost as a factor in endorsing or rejecting building proposals. Related legislation will require institutions of higher education to advertise for competitive bids before awarding construction contracts.

New Institutions

As urged by its advisory panel, the legislature did not mandate creation of any new institutions, although close to a dozen bills proposing new units were introduced. Within the last 10 years, 36 state-supported units of higher education have been authorized. Establishment of two new university systems from existing institutions was approved, however. A University of Houston System was created, composed of the four institutions and units presently under the governance of university's regents. The University System of South Texas was established under a statute that also changes the name of the three institutions formerly in the Texas A&I University System and now comprising the new system.

Name Change

Faculty Workload

A new law mandates establishment by the Coordinating Board of criteria for faculty workloads and institutional reports on workload policies and practices. The act further directs each institution to adopt and report to the board its rules and regulations regarding teaching loads and colleges are required to file regular reports on academic assignments. In addition, an appropriations bill rider directs the board to gather information on faculty workloads and policies. Colleges and universities failing to submit such data could lose portions of their appropriations. A bill to regulate the use of teaching assistants was passed by the house but did not reach the senate floor.

Medical Education

In the area of medical education, legislators authorized and provided funds to create additional family practice residencies to improve the distribution of

family physicians and upgrade medical care in underserved urban and rural areas. The Coordinating Board will contract with medical schools, licensed hospitals and nonprofit corporations to provide state funds for the program. The state also appropriated some $8 million during the next biennium to meet educational costs of the Texas Tech University medical school's teaching hospital. Students attending foreign medical schools will be eligible to receive loans, grants and scholarships available to Texas residents through the State Rural Medical Education Board.

Career Information

Considerable emphasis was focussed this year on efforts to provide a closer match between college programs and job opportunities for Texas youth. The governor in September 1976 announced a five-pronged plan to curb rising costs in higher education and use the marketplace to "match up supply and demand." The Coordinating Board was designated as the Postsecondary Education Commission (1202 commission) and directed it to develop a statewide information system on job market trends. This summer a preliminary report with short-term job projections and information on employment opportunities for both vocational and academic degree holders, is being issued by the commission. Data will be refined and updated annually to allow five-year projections to be made by spring 1979 with implementation of a comprehensive supply and demand career information system.

Program Approval

In fall 1977, the governor asked the Coordinating Board to "exercise its powers to restrict the approval of additional degree programs in such fields as teaching, law, journalism and other fields of oversupply," and to limit approval of additional doctoral programs. A voluntary deferral of program requests by colleges and universities ended in April 1977 as the board approved 27 institutional requests out of more than 120 pending proposals. The delay permitted a review of the institution's role and scope, development of institutional profiles and determination of state resources available to higher education. Postponement of consideration of new doctoral programs continues, although the board may review proposals for which an urgent need exists.

Academic Common Market

Legislation was approved for Texas colleges to participate in the Academic Common Market. The program provides reciprocal higher education opportunities to students in the 14 member states of the Southern Regional Education Board. Other statutes enacted in 1977 establish a Texas state college and university employees uniform insurance benefits program, administration of which will be handled by the Coordinating Board. The legislature also directed the board to establish a mandatory method of calculating the official grade point average of students in Texas institutions of higher education.

Insurance

Grade Averages

Off-Campus Programs

In March, a study of upper-level institutions and off-campus education units of public universities was completed that provides a basis for board policy on operation of off-campus units. For off-campus activities by senior colleges, the state appropriations bill places certain restrictions on funding. If the total semester credit hours taught off campus exceeds 10 percent of the hours taught on campus, funding is cut to 65 percent of formula-generated amount. However, few institutions will be affected. The rider further stipulates that all courses offered off campus must be taught by a faculty member who teaches at least half-time on the main campus. The Coordinating Board continued its regulation of nonaccredited degree programs offered in the state under legislation enacted in 1975. To prevent substandard institutions from awarding degrees, the board to date has denied seven schools authority to grant degrees in Texas and at least three others decided to go out of business rather than undergo the board's examination. Private institutions not accredited by recognized agencies are required to obtain Coordinating Board certification before awarding degrees.

Nonaccredited Program Regulation

1978-79 Budget
New Medical School

New Two-Year Campuses

Enrollment

The $2.9 billion budgeted for higher education in 1978 and 1979 will support more than 100 public component institutional units. A new school of medicine begins operation at Texas A&M University in the fall in conjunction with medical education provisions of the Veterans Administration Medical School Assistance and Health Manpower Training Act of 1972. Two more campuses in the Dallas County Community College District are scheduled to open this year. In fall 1976, statewide enrollment at both public and private colleges totaled 696,105, an increase of only about 3 percent over last year. Moderate gains in enrollment were reported in all institutional categories except private senior colleges, which evidenced a slight decline.

Student Loans

Student Aid

Tuition and Fees

To finance the state's federal guaranteed student loan program, the Coordinating Board sold $16 million state college loan bonds in January at a record low interest rate of 4.7396 percent. Proceeds from the sale provide revenue for the Hinson-Hazlewood College Student Loan Program, which is expected to serve about 23,000 students during the 1977-78 academic year. Following a recommendation of the Coordinating Board, an interim committee was created by the legislature to study the establishment of a state guarantee agency for student loans. The board's recommendation was prompted by new federal regulations encouraging states to operate their own student loan guarantee agencies. Legislators continued to provide funding for the tuition equalization grants administered by the board for needy students at accredited private institutions. Some $21 million was allocated for use during the 1977-79 biennium. Another measure affecting student fees will permit students registering at two public institutions of higher education to pay a combined tuition to lower the costs of concurrent enrollments. Four institutions were authorized to levy new student union fees of up to $15 per semester.

Medical/Dental Contracts

State contracts are administered by the board with private medical and dental institutions for the education of Texas students. For fiscal years 1978 and 1979, the legislature appropriated $25.7 million for contracts with the Baylor University college of medicine, while funds for contracts with the Baylor college of dentistry total $16 million. Funding for a Fifth Pathway Program was $1.5 million for the clinical training of foreign medical school students who are Texas residents. The 1977 contracts with Baylor, approved by the board in July 1976, called for education of no fewer than 450 resident undergraduate medical students at the medical school and no fewer than 445 dental students. Amounts to be paid for each student are based on the annual state tax support per undergraduate medical or dental student in public medical or dental schools. Also administered by the board are annual contracts with the Texas System of Natural Laboratories to coordinate a statewide system of ecology laboratories. The legislative allocation is $46,000 for each year of the biennium.

UTAH

State Board of Regents
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Salt Lake City, Utah 84111
Terrel H. Bell, Commissioner and Executive Officer

Appropriations

The 42nd legislature appropriated $117,146,000 to the Utah System of Higher Education for fiscal year 1977-78, falling 1.4 percent below the figure recommended by the State Board of Regents, but exceeding the amount recommended by the governor by 1.1 percent. The 1977-78 appropriation represents a 13.8 percent increase over the 1976-77 appropriation. The appropriations bill con-

tained major increases in the Western Interstate Commission for Higher Education (WICHE) budget, which was increased by 71.4 percent to cover increased tuition costs, and in the computer service and uniform accounting budget, which was increased by 36.8 percent. The educationally disadvantaged budget was increased by 96.5 percent at Utah Technical College at Salt Lake and 43.8 percent at Utah Technical College at Provo. Conversely, the housing subsidy budgets were reduced by 100 percent at both Snow College and Dixie College and by 57 percent at College of Eastern Utah. The system's ethnic awareness budget was eliminated, but the appropriations bill contains language requiring University of Utah and Weber State College to each contribute $25,000 to maintain the program at $50,000.

Supplemental Funds

The legislature approved two supplemental bills providing funds for WICHE, statewide television, excess utility costs at Utah Technical College at Salt Lake and computer service and uniform accounting, among others. The supplemental bills failed to include an appropriation for University of Utah for a shortfall in tuition revenue and an appropriation to upgrade Weber State College library, both of which had been recommended by the State Board of Regents. The legislature passed two building bills that provide funding for various building projects around the state including: (1) a $103,100 appropriation for Weber State College for land purchase, (2) $28,000 to Snow College to complete the president's home, (3) $98,000 to Dixie College for the president's home and (4) planning authorization for a president's home at Southern Utah State College ($98,000) and Utah Technical College at Provo ($55,000). No planning authorization was designated for any of the major buildings the regents had approved, however.

Capital Projects

Student Aid

A legislative bill authorizes the Technical Colleges at Provo and Salt Lake to waive all or part of the resident portion of the tuition and fees for five meritorious nonresident students at each institution. The bill passed, but two amendments to increase the number of tuition waivers failed. Other bills passed provide that a WICHE recipient must be a Utah resident of at least five years or be the child of Utah residents and provide for a higher education loan assistance authority. Bills that passed the legislature but were later vetoed by the governor included a bill affording government immunity to the university hospital, one to formalize loan arrangements for the university hospital and a measure that would have provided a portion of St. Benedict Hospital to Weber State College for its allied health program.

Hospital Aid

Student Regent

Among other legislative actions was a bill that provides for a sixteenth member on the Board of Regents to be selected from a list of three students submitted to the governor. This student regent would vote on all matters except the election of the chairman. Governance bills were defeated that would have transferred governance of the technical colleges to either the regents or to the Board of Vocational Education, eliminated the Board of Regents and changed the makeup of the State Board of Vocational Education. The roles of the state's various higher education institutions could be altered by the passage of a bill providing that students who are 62 or older may attend college courses for credit on a space available basis with fees set by the Board of Regents. Several other bills that would have had an impact on the roles of the state's institutions, but were defeated, included a bill to initiate a master's degree program at Weber State College, one to diminish the need for additional education for the purpose of teacher certification and one to require mandatory continuing professional education for practicing certified public accountants.

Defeated Governance Changes

Aid to Elderly

Defeated Legislation

Tuition Increase

At their April meeting, the regents approved proposals for increasing resident and nonresident tuition at the state's various institutions. The Commissioner of

Student Aid

Higher Education commented that Utah, like most other states, has been looking more and more to education as a key factor in attaining its goals. From looking at Utah's total population it is apparent that we are not reaching many who would need and could benefit from college-level preparation. Like many other states, most of our students come from the higher-income levels and a low percentage of the low-income students enter college. Ideally, no prospective college student should be denied college because of money constraints. The commissioner's office is trying to make more widely available the federally supported student aid programs. Basic opportunity grants and federally insured student loans provide the bulk of the financial assistance needed by most students. Under a new state law enacted in the last legislative session, more loan capital will be available to students. An interest-free loan of up to $2,500 per year for four years of college is a very significant benefit that has not been available to Utah students in the past.

VERMONT

Higher Education Planning Commission
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David M. Otis, Executive Director

Financing Student Access: Policy Statement

The Higher Education Planning Commission identified the financing of student access as the top priority problem facing the state in the field of postsecondary education. Following study and a two-day session of intensive discussion, it issued a policy statement that pointed out the importance of both public and private sectors of higher education in the state, educationally, culturally and economically. It reported: (1) a decline in the state's financial support of post-secondary education relative to institutional budgets and the state's own budget and compared to other states on a per capita basis and in relation to personal income during the past few years, (2) a growing gap between students' costs for college attendance and the average state incentive grant to students needing assistance and (3) declining percentages of Vermont high school graduates continuing their education. In order to halt and eventually reverse these trends, the commission recommended restoring higher education's share of the state budget to 15 percent of the total; increasing state support to the public institutions in order to stabilize tuition, currently the highest in the country; and increasing state incentive grants to students, especially to those attending private Vermont institutions.

Appropriations

During his campaign, the governor pledged to increase state support for education and following his election, he kept that commitment and recommended substantial increases for all education functions, including a 15 percent increase for higher education for fiscal year 1978. The total appropriations approved for higher education amount to $22,960,800 for fiscal year 1978, an increase of 15.9 percent over 1977. The governor also recommended bond appropriations for construction of needed facilities at the University of Vermont and at Castleton and Johnson State Colleges. The legislature followed his recommendations for expansion of libraries at the university and Castleton and for a maintenance building at Johnson, but refused to authorize funds to expand the university's physical education facilities.

Student Board Members

Only two other acts directly affecting higher education were passed by the General Assembly. Two student members were authorized to be added to the

University of Vermont board, bringing the total membership to 25, and previous restrictions were removed on the sale of Burklyn Manor by the Vermont State Colleges. The property, consisting of a mansion and 86 acres of land near Lyndon State College, has since been sold.

Property Sale

The Higher Education Planning Commission issued a higher education enrollment report for fall 1976 that for the first time classified students both as to full-time or part-time status and in-state or out-of-state residency. Total headcount enrollment was 29,060, of which 22,661 were full-time students. Out-of-state students totalled 12,263 full-time and 328 part-time undergraduates.

Enrollments

The University of Vermont and the Vermont State Colleges formed a joint task force on outreach education to assess the nature of current programs and services being offered for adult learners by both systems and to explore opportunities for increased coordination in meeting the needs of Vermonters for outreach education. A report of phase one of the task force's work noted that a variety of outreach education programs and services is being provided by both systems, that most such services, except for the university extension service and the Community College of Vermont, are conventional credit courses for part-time students and that there are considerable opportunities for increased coordination. The task force recommended: (1) continued analysis of the needs of adult learners, (2) the establishing of outreach education goals, (3) development of recommendations regarding mechanisms for achieving these goals through increased coordination and (4) exploration of opportunities for alternative forms of funding.

Outreach Education

The Vermont State Colleges took the initial steps to develop a statewide external bachelor's degree program utilizing the resources of public and private colleges, existing centers for assessment of prior learning and the business and industrial community. Present plans call for the awarding of bachelor's degrees by the Vermont State Colleges rather than by the individual institutions participating in the program. The Higher Education Planning Commission and the Higher Education Council (a group consisting of the presidents of all accredited colleges in the state) jointly produced a brochure providing in a convenient form information for prospective students concerning all postsecondary institutions in the state. The brochure lists general information about each school and includes a table of curricular offerings. Clip-out forms were also included to facilitate requesting additional information.

External Degrees

Institutional Information

Another Higher Education Planning Commission publication, *Vermont Student Residence and Migration, 1975-76,* was produced in cooperation with the New England Board of Higher Education. Of the 29,131 headcount students reported, 14,722 were from Vermont and 14,409 from other states. Another commission publication, *Migration and Enrollment Profiles, 1968 and 1975,* compared migration and enrollment figures in 1968 and 1975 and includes headcount enrollment in Vermont institutions by home state and enrollment of Vermonters in other states, with details for each New England state plus New York, Pennsylvania and New Jersey.

Migration

After publishing a field review edition last year, the commission revised and published a directory of postsecondary education programs for use by prospective students, parents, guidance counselors or others to locate specific educational programs in Vermont or available to Vermonters elsewhere. The directory includes alphabetical listings of certificate and degree programs offered by Vermont institutions or by colleges in other New England states under the regional student program, and indexes to other more complete sources of listings

Directory of Programs

of vocational, on-the-job, apprenticeship and other adult education and training programs.

High School Graduates Report

A brief commission report on what Vermont high school students do after graduation presented data by major categories of activity for 1966 through 1976 and in more detail for 1971 through 1976. The report is a compilation from annual reports issued by the Vermont Department of Education. The commission also published a comprehensive report and analysis of data related to the

Regional Student Program

regional student program, sponsored by the New England Board of Higher Education. The report presents enrollment statistics by study program, institution and state of Vermont students enrolled in the program in the other New England states and on their residents enrolled in Vermont institutions. It also estimates savings realized by students from each of the states by paying in-state instead of out-of-state tuition.

VIRGINIA

Council of Higher Education for Virginia
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Gordon K. Davies, Director

Enrollments

Enrollments in Virginia's state-supported institutions increased only slightly over fall 1975. Total headcount enrollment for fall 1976 was nearly 197,000, an increase of only 1.3 percent. Senior college enrollments increased by 3.1 percent, while community college enrollments declined by approximately 2.5 percent. Data submitted by private colleges indicated that they grew by nearly 2 percent, the third year in a row the private sector has experienced growth. By statute, the Council of Higher Education is responsible for approving institutional enroll-

Enrollment Projections

ment projections used for budgetary and capital planning purposes. Long-range projections were provided to the legislature and governor in February and March 1977, indicating that public college enrollments are expected to continue to increase through 1987, but at a rate less than has been experienced in the past. Data indicated that the number of persons in the traditional college-age group of 18-24 was substantially higher than previously anticipated, and would continue to be so through the mid 1980s, and increased participation by 25- to 34-year olds is also expected, continuing the trend toward an older average age of students. Enrollment projections indicate a total increase of only 5 percent between 1981 and 1987, after which enrollments are expected to decline.

Revenue Reductions/ Appropriations Reversion

Virginia experienced a reduction in anticipated revenues that required state agencies and institutions to revert 5 percent of their 1976-78 appropriation to the state treasury. The 1977 legislature required an additional 1 percent reversion to prevent a deficit from occurring at the end of the biennium. As enrollments at several institutions, particularly in the community college system, were below their appropriated level in 1976, the Council of Higher Education was requested to revise enrollment projections for 1976-78. Based upon the revised projections, the General Assembly adjusted the appropriations for 11 institutions. This marked the first time action was taken to revert appropriated funds to the state treasury as a result of institutions not reaching their appropriated levels of enrollment.

Student Aid

In other budgetary actions, the legislature shifted some institutional financial aid funds to the college scholarship assistance program, a statewide need-based student aid program. This action was taken to insure sufficient state funds to

qualify for maximum federal matching funds under the State Student Incentive Grant Program. A 4.8 percent salary increase was provided for all state employees for 1977-78, subject to the governor determining that sufficient revenues were available. The governor ordered the salary increase effective July 1, 1977. A series of capital outlay bond bills, prepared by the governor and approved by the legislature in 1977, totaled $125 million, of which $86.4 million is earmarked for projects at 19 public colleges. The bond bills will be voted on in a public referendum on November 8, 1977.

Salary Increases

Capital Outlay Bonds

In 1975, the legislature passed a joint resolution directing the council to conduct a study of tenure and faculty workload at state-supported colleges and universities. The council's tenure and faculty activity study, completed in November 1976, included data on faculty workload, tenure policies and practices and the scheduling of classes. The council directed its suggestions regarding tenure to the public colleges and universities governing boards, which are responsible for faculty selection, including employment, retention, promotion and tenure actions. The council noted that the tenure systems operating at senior public colleges and the contract system employed by the community colleges are working effectively and urged the boards to give priority to the planning and management of personnel systems, to assess the effects of enrollment changes on tenure and institutional planning and to consider, as appropriate, modifications to the present system. The council also suggested that all institutions publish the detailed policies and procedures that are developed by faculty, administrators and boards to govern faculty personnel decisions. Final authority for these policies and procedures rests with the governing boards. Faculty participation in the study was over 90 percent and the study is one of the most comprehensive ever conducted on the subject.

Faculty Tenure/ Workload Study

For the past three years, the council has undertaken a series of studies of health manpower and related academic programs. A number of these have been completed, including those in dentistry, pharmacy, primary care physicians, registered nursing and continuing education for health professions. Studies on allied health manpower and nonprimary care physicians are scheduled to be completed within the next several months. Efforts have been undertaken to insure a continuation of the information systems necessary to evaluate supply and demand of health manpower in the state. For the second year in a row, the council was directed by the legislature to study the feasibility of establishing a school of optometry. The first study, completed in 1976, recommended against establishing an optometry school for Virginia. The 1977 study examined the possibilities of a regional school established in full cooperation with surrounding states. Members of the optometric profession and appropriate licensing boards and Maryland and Virginia officials participated in the study, and concluded it was not feasible to establish a regional school of optometry at this time.

Health Manpower Studies

Optometry School Study

A study of transfer agreements conducted by the council in response to a 1976 legislative resolution showed that 11 senior public institutions had designed transfer guides that provided students and counselors information on community college courses and their equivalents at the senior institutions. Several of the remaining senior institutions have since developed similar guides.

Transfer Agreements

A *Directory of Virginia's Postsecondary Education and Training Opportunities* was published by the council including basic information for students about all licensed and approved schools and programs in Virginia designed for post-high school students and adults. A statewide plan for academic library cooperation was completed late in 1976 by the council and its library advisory committee. Among other things, the plan calls for a statewide referral system and a study of the necessary steps to plan and establish a centralized off-site storage facility.

Directory of Programs

Library Cooperation Plan

Other Studies

Two additional studies will be forthcoming as a result of actions taken by the 1977 legislature. The council was directed to study grade inflation and its consequences, and the house education committee will conduct a study of outside employment by faculty.

1202 Commission

Institutional Regulation

Residency Law

For well over two years, the council has served as Virginia's Postsecondary Education Commission (1202) by executive designation and in 1977, this role was established by legislative action. At the same time, the council's authority to regulate out-of-state institutions offering degree programs and courses in Virginia was expanded. Any non-Virginia institution wishing to offer credit courses or programs in Virginia will now have to seek the approval of the council and will have to certify that it is accredited by an accrediting body recognized by the U.S. Office of Education. Changes in the rules governing domiciliary status for purposes of tuition fees were made by legislative action in 1977. Students can now claim the residency of either parent, or if the parents do not reside together, the residency of the parent who has custody. Children or spouses of military personnel stationed in Virginia can claim in-state tuition privileges if either parent or spouse has resided in Virginia for one full year, been employed full-time and paid personal income taxes to Virginia prior to seeking reduced tuition charges.

Program Approval

Cost Studies

Because of concern over financial constraints experienced by institutions, action on program proposals was deferred by the council until late spring and early summer of 1977. Institutions proposing new programs were asked to submit statements attesting to their ability to launch new programs within their existing appropriation levels and without adversely affecting the quality of existing programs. After obtaining the additional information, the council began to review program proposals and in June approved 18 proposals for programs to be initiated in 1977-78 at public senior colleges and 8 new programs at community colleges. The 39 public institutions are reporting cost studies and the cost data being collected will be included in the new Virginia program budget structure. The results of the first year's efforts are not yet complete, but a comparative profile is planned to be developed and published in fall 1977.

WASHINGTON

Council for Postsecondary Education
908 East Fifth Street
Olympia, Washington 98504
Patrick M. Callan, Executive Coordinator

Graduate Programs Review

The second stage of a three-year review of graduate programs in Washington was completed. The first stage, finished in 1973, focused on programs that were low in productivity and the second focused on duplicate programs — those offered by more than one public four-year institution. Information for the program review was provided by the institutions in response to a questionnaire developed by the Council for Postsecondary Education with the help of the graduate deans. Separate reports were prepared for each of 25 disciplines that compared individual programs offered in terms of their size, placements, productivity, costs and other factors. In June 1977, the council recommended the termination of approximately 35 programs.

Regional Accreditation Study

A study of the role of the Northwest Association of Schools and Colleges in the certification of postsecondary educational institutions operating in Washington was completed for the state senate that had two purposes: (1) to provide a definition of regional accreditation, how it is accomplished and what it signifies; and (2) to determine for the state the

proper relationship of accreditation to other forms of educational authorization, both those that exist and those under consideration. The study concluded that accreditation policies and practices must continue to evolve if they are to keep pace with institutional change and growth, but that the state must retain basic responsibility for consumer protection and consumer redress.

Transfer Programs

At the request of the legislature, the council conducted a study of the policies and procedures under which students, courses and credits transfer among public institutions in the state. The report concluded that the traditional college catalog, designed for use within an institution, does not provide adequate information for comparing course offerings at the discipline level. A task force has been appointed to recommend means to improve intradiscipline and interinstitutional communication on curriculum and course content. Common course numbering is one of several alternatives being considered.

Teacher Education

A study of the need for continuing state support of existing public teacher education programs was completed this year for the legislature. The report indicates that the number of newly certified teachers in the state has declined by 36.5 percent since 1972, that the pattern of employment for newly trained teachers remained relatively stable over the same period and that the institutions have a demonstrable graduate placement relationship to nearby school districts. In terms of the total entry level certificates issued by the State Board of Education, no single public institution graduates more than 12 percent of the total number of newly certificated potential entrants to teaching and no public institution is predominantly oriented toward teacher preparation. Any action to close a department would improve neither the prospects nor the patterns of employment for newly trained teachers. However, there is an abundance of education programs in the state and, in view of the decline in the enrollment in the preparatory programs and limitations on resources available for institutional efforts, the report recommends additional criteria for approval of new programs and a joint council and superintendent of public instruction review of existing education degree programs in the state.

Inverted Curriculum

A report was prepared to determine the extent to which baccalaureate programs employing such concepts as the "upside-down curriculum" and the "career ladder" are offered in Washington and the feasibility and need for further development of such programs. A study of such programs offered indicates that opportunities could be expanded for technically trained individuals to continue their education beyond the initial two years and to earn baccalaureate degrees without starting anew. The 1976 legislature directed the council to study off-campus offerings, giving specific attention to the possible need for institutions to obtain council approval before offering educational services outside of their primary geographical services areas. The council recommended that the state colleges and universities jointly prepare and transmit a composite annual plan for the provision of creditable off-campus offerings for council review and recommendation. The council adopted revised guidelines for the review of new degrees and new degree programs that eliminate earlier ambiguities and relate the process more directly to the budgetary planning cycles of the institutions.

Off-Campus Programs

Degree Review

Tuition and Fees

After completing several studies that relate tuition and fee rates to educational costs, the council prepared recommendations on resident and nonresident tuition and fees for two- and four-year institutions. These recommendations were considered during the 1977 session and and the legislation adopted utilized many of the council recommendations. The rates for 1978-79 will be virtually the same as originally recommended. The legislature will continue to set the rates but will now require recommendations from the council based on the cost of

instruction at the two universities. In a related area, the results of a survey of tuition and fee rates throughout the country were published for the seventh year in a report *Resident and Nonresident Undergraduate Tuition and/or Required Fees*.

Faculty Salaries

Faculty salaries recommendations at Washington's two and four-year institutions were made in a report that included national salary data in the comparative analysis. A related study expanded the average salary comparison information to include 28 research universities, 27 comprehensive colleges and universities and 131 community colleges. In addition, a state-by-state comparison of financial support to higher education was made analyzing state and local appropriations. States were ranked on the basis of enrollment demand, percentage of private to total enrollments, per capita appropriations, appropriations as a percentage of tax revenues collected and appropriations per $1,000 per capita personal income.

Financial Study

Budget Review

After the adoption of guidelines for review of operating and capital budgets, a comprehensive report was submitted to the governor and the legislature on the 1977-79 requests of the public institutions of higher education. The council also completed its review of budget formulas used in higher education. In September and October 1976 recommendations were made to revise the formulas used in budgeting the programs of student services, plant maintenance and operations, libraries and instruction. A review of the building maintenance formula is currently underway.

Formulas

Cost Study

The council's unit expenditures study based on 1974-75 expenditure data was completed during the past year. The study relates all direct and indirect institutional costs to the functions of instruction, research and public service for the public universities, state colleges and community colleges. At the request of the legislature, a proposed incentive program for the Washington National Guard was examined. The study estimated the fiscal impact of waiving tuition and operating fees for qualified national guardsmen and recommended that a separate financing approach be followed. Studies were also completed analyzing student enrollment, student mobility and degree award data for both the public and private institutions within the state, and a postsecondary education program directory for minority students was made available to high school counselors throughout the state.

National Guardsmen Aid

Studies on Students

Student Aid

The tuition proposal passed by the legislature contains a declaration of legislative intent to relieve the financial impact of tuition increases by providing additional appropriations for student aid. Such appropriations would be equal to 24 percent of any additional revenue resulting from the tuition increases. The legislation resulted from a fall 1976 council study and subsequent recommendations to the legislature for a student aid offset to rising tuition. The council is beginning a year-long effort to develop a plan for student financial aid in the state. During spring 1977, background material was developed to address such issues as packaging parameters, state agency and institutional roles in determining student eligibility and delivering aid, the aggregate dollar requirement for student financial aid by program, relative priorities in terms of access and choice, accountability in awarding and receiving aid and the state's possible involvement in guaranteed student loans. A plan to evaluate institutional compliance with regulations governing state aid programs was developed during the first six months of 1977. In addition, preliminary steps were taken in cooperation with the Washington Financial Aid Association to develop training and certification programs for aid officers and to design models for the dissemination of aid information to prospective students.

WEST VIRGINIA

Board of Regents
950 Kanawha Boulevard, East
Charleston, West Virginia 25301
Ben L. Morton, Chancellor

Appropriations

As of late June 1977, the West Virginia legislature had not completed work on any of the on-going appropriations for fiscal 1977-78. However, the likely general fund appropriation for higher education will total $120,480,406, an increase of $9,312,552 or 8.4 percent over 1976-77. Anticipated average salary and wage increase is 5 percent for higher education as well as for all other components of state government. Although West Virginia enjoys a treasury surplus and a growing economy, the newly-elected governor utilized large amounts of general funds this year to supplement roads and highways construction and repairs funding.

Salary Increases

Student/Faculty Regents

Out of many bills proposed, two nonfinance laws directly affecting higher education were passed by the 1977 legislature during the course of its regular session. One new law, supported by the governor, gave voting status to the faculty and student representatives on the Board of Regents. The other new statute requires the board to submit any rule that it proposes to promulgate or modify to a legislative rule-making review committee. However, unlike in the instance of noneducational agencies, the law does not require legislative committee approval. A major new authority was extended to the board in a statute authorizing it to issue revenue bonds for capital improvement purposes on the basis of system-pooled tuition fees. The initial $50 million for projects were authorized. Heretofore, such fees have not been available to higher education and this authority supplements that exercised for a number of years by the board to issue such bonds on the basis of registration fees.

Rules Policy

Revenue Bonds

Off-Campus Approval

A number of bills were introduced but failed to become law that would have circumscribed the authority of the Board of Regents in a number of ways by requiring specific legislative approval. A major one, passed but vetoed by the governor, would have required legislative approval of certain community college and other off-campus credit educational activities. The controversial personal rapid transit project at Morgantown continued to receive its share of legislative attention and several resolutions were passed by one house or the other, but none by both. An additional federal grant of $63.6 million has been received to complete construction of the project. The project consists of a highly sophisticated experimental-type transportation system linking the two campuses of West Virginia University.

Rapid Transit

WISCONSIN

University of Wisconsin System
1700 Van Hise Hall
Madison, Wisconsin 53706
Edwin Young, President

Governor/President Changes

The end of the 1976-77 fiscal year saw the departure from Wisconsin's top government and higher education posts of the two men most responsible for establishment and development of the University of Wisconsin System. Governor Patrick J. Lucey, who in 1971 persuaded the legislature to merge two public university systems under a single board of regents, resigned to become the

ambassador to Mexico. John C. Weaver, who led the new system's administrative team for nearly six years, resigned from the presidency on June 30.

Enrollments

Total headcount enrollment in fall 1976 at the 13 universities and 14 two-year centers was 143,440, down exactly 300 from the record total in fall 1975. The largest enrollment was at the Madison campus (37,857). Seven of the universities had increases over the previous year. The Board of Regents adopted enrollment projections that show system enrollment reaching 159,229 in 1980-1981.

Planning:

The year was productive from the standpoint of program planning and review on a systemwide basis. In particular the system has:

1) New Programs

1. Completed special planning studies on proposed new academic programs in computer sciences, public administration, accounting and occupational safety and provided descriptive planning guidelines and/or market information on the distribution and availability of programs, resources and jobs within the state.

2) Program Proposals

2. Reviewed entitlements to plan new program proposals and new submajors.

3) Program Audits

3. Completed audits of journalism programs and a comprehensive review of the visual arts.

4) Extended Degree

4. Initiated planning of extended degree programs at 10 system institutions and identified 8 resource centers to assist the institutions in these efforts.

5) Voc-Tech. Cooperation

5. Prepared a memorandum of understanding with the Board of Vocational, Technical and Adult Education to provide for formal consultation and cooperation on use of facilities, outreach services and academic planning.

6) Interinstitutional Cooperation

6. Further strengthened cooperative activities within the system through the support of formal consortia, formal systemwide activities, multi-lateral agreements and interstate compacts.

7) Aid to Minorities

7. Increased aid at the graduate level for racial and ethnic minority students and established a research and development center for the study of minority and disadvantaged programs to improve academic support services.

8) Personnel Rules

8. Instituted new personnel rules for faculty and academic staff and provided guidelines for comprehensive faculty development and renewal.

Education Professions Advisory Council

A 26-member system education professions advisory council was created in March 1977 to provide advice to the president with membership drawn from the system, the Department of Public Instruction, private colleges, the vocational, technical and adult education system and the public. The council will provide advice and recommendations in professional education personnel preparation issues and on the development of long-range plans. The council is studying the supply and demand factors and their implications for teacher education programming, the educational specialist degree, programs in educational administration and university activities in continuing education of teachers and other school personnel.

Telecommunications

An advisory study group on telecommunications and mediated materials proposed certain changes within the system that are being implemented, including a central office for the coordination of instructional media affairs and of certain television production capabilities. Plans are being drawn for the institutions to purchase and share mediated educational courseware.

Health Science Advisory Council

A health science advisory council (HSAC) was appointed in 1975, composed of 21-members including seven from organizations outside the system. Among HSAC's major objectives are the development of a long-range plan for the health sciences, the fostering of cooperative activities in health-science programs with private colleges and the vocational and adult education system and the review of existing programs and new program proposals. During the past year HSAC

completed an audit and review of 12 undergraduate programs in medical technology, reviewed several proposals for new programs and launched major studies in late fall 1976 including a statewide study of nursing/nursing education, a general review of system allied health programs and an inventory of clinical education facilities used by the university system health-science programs.

Nursing Study

A nursing study committee was appointed in November 1976 to launch a statewide study of nursing/nursing education. The primary goal of the two-year comprehensive study is the development of a long-range plan for nursing/nursing education in Wisconsin in the late 1980s. The committee appointed four subcommittees to review, analyze and develop reports on clinical resources, education programs, manpower and personnel needs and nursing roles/health team and health-care delivery. Surveys will be conducted with employers of nurses, nurses and nursing educational programs and monographs, background papers, analyses of survey results and policy papers and recommendations will be prepared by the subcommittee by April 1978. The full committee will complete final drafts of reports and recommendations before conducting hearings around the state and the final report will be completed by January 1979.

Health Manpower Linkage

In June 1977, the university system formally completed its participation in a federally-funded health manpower linkage project. A health science coordinator was hired to develop a health-science education planning mechanism for the entire university system, provide assistance to university system campuses in health manpower planning efforts and work with the vocational and adult education system for the development of a shared resource program. In cooperation with the other participants in the project, health manpower planning activities were catalogued, health data reports were compiled and alternative options for coordination of health manpower planning activities in the state were outlined.

Program Review

During the year 290 different academic programs were subject to campus review. Eleven programs were recommended for structural change such as a revision in the courses required, 19 programs received recommendations for additional resources, 15 programs received recommendations for corrective action such as a reduction in overall scope or a revision of admissions policy and 16 programs were recommended for phase-out. With the assistance of a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) and system support, the university extended degree programs were officially launched on September 1, 1976. During 1976-77, 10 selected degree programs, aided by 8 learning resource centers, have been in the developmental process of converting campus-based degrees into an extended format. Institutions throughout the state are involved in the project. In fall 1977, a few programs will work with a pilot group of students (10 or less), with formal extended degree enrollments anticipated by fall 1978. The review processes required by Title IX were completed the past year. The evaluations were both descriptive and remedial in nature, designed to identify discriminatory practices and to take corrective actions where needed. Recognizing that the elimination of discrimination requires more than identifying problems and changing policies, a study group from the system faculty, staff and students will in the coming year seek ways of isolating the subtleties of discrimination that function to maintain sex differentiated academic and career choices.

Extended Degree Programs

Discrimination (Title IX)

Budgets

The operating budget approved by the regents for the system for 1976-77 totaled $732 million, an increase of $70.7 million over 1975-76. Of the total, 47 percent came from general tax funds, 13 percent from academic fees, 17 percent from

federal funds, 23 percent from auxiliary and other sources. In October 1976, the regents adopted a 1977-79 biennial operating budget request, not including salary increases, of $1.5 billion. The request included $716 million from state tax funds, a 4.7 percent increase over the 1976-77 operating level.

Appropriations

The state operating budget, approved by the legislature in late June 1977 and signed by the governor, includes $1.6 billion for the university system, distributed in roughly the same proportion as the 1976-77 budget. Funds were provided for compensation, enrollment growth, inflation offsets for supplies and equipment, faculty development and selected academic improvements. Academic fee collections from students in the 1977-79 biennium will increase 6-9 percent annually over the 1976-77 level.

Tuition Increase

Salary Increases

In 1976-77 salary increases for faculty and academic staff amounted to 6 percent. The 1977-79 biennial budget includes funds for salary increases of 7 percent in 1977-78 and 7.5 percent in 1978-79. The regents have been given discretion to set the merit portion of the adjustment at not less than 2 percent and not more than 3.5 percent in the first year and not less than 2 percent and not more than 3.75 percent in the second year.

Collective Bargaining

Wisconsin law authorizes collective bargaining for the state classified civil service employees but not for faculty or academic staff. Several bills authorizing faculty collective bargaining were considered but not passed by the 1975 legislature. Three bills have been introduced in the 1977 legislature. The bills differ principally in their provisions for the scope of bargaining and definition of bargaining units and are to be scheduled for hearings sometime during 1977.

Sabbaticals

The first 10 recipients of sabbatical awards, from 8 system campuses and chosen by an interim selection committee, took their leaves in the 1977 spring term. A systemwide task group has been established to develop guidelines for future selection of sabbatical candidates. The total amount authorized by the legislature to fund sabbaticals is $200,000 per year.

Statewide AAUP Chapter

What appears to be the first chapter in the U. S. of the American Association of University Professors established to serve statewide rather than local campus needs was formed by a group of faculty in the university extension, enabling the faculty to get together in a professional group.

Tape Recorders

The regents in October 1976 adopted a policy that authorizes faculty members to decide whether to permit students to use tape recorders in classrooms and lecture halls.

Faculty Development

A policy framework was established during the year for the initiation of comprehensive faculty development and renewal programs at the system institutions in the next several years.

Academic Calendar

The experimental academic term calendar inaugurated in 1976-77 at the university in Oshkosh survived a faculty preference vote by a close margin and will be continued with regent approval in 1977-78. The calendar is built around a 14-week semester subdivided into two seven-week periods. There are three-week periods following fall and spring semesters and the summer session consists of two consecutive four-week periods.

Capital Budget

In November 1976, the regents approved a capital budget request for 1977-79 of $76.5 million, the smallest in 15 years, which emphasizes renovation, maintenance and energy conservation. The State Building Commission gave final approval to a capital program for the system of $68 million, including $11.7 million from other than state sources. The program provides primarily for remodeling and maintenance of a physical plant.

Energy Problems

An eight-member task force was appointed in fall 1976 to develop a comprehensive plan for achieving greater conservation of energy throughout the system. In its report and recommendations, accepted by the regents, the task force noted that from 1971 to 1978 fuel and utility costs will have increased 452 percent, from $7.3 million to about

$33 million. In February energy directives throughout the system required thermostats to be set in offices and classrooms at 63 degrees in buildings heated by light fuel oil, natural gas or propane, and at 65 degrees in buildings heated by heavy oil or coal.

Student Aid

Student Governance

And Protest

1977 legislation transfers billing and collection responsibilities for National Direct Student Loans from individual institutions in the system to the Wisconsin Higher Educational Aids Board. The Wisconsin Supreme Court ruled in November 1976, that the chancellor of the Milwaukee campus cannot directly appoint students of his choosing to a campus committee or determine how students to serve on a committee should be selected as that would be contrary to legislative intent to give students a voice in university governance in the merged system. A dozen students protesting the system's investments in firms that do business in South Africa failed in an attempt in May 1977 to take over the office of the chancellor in Madison. The students later addressed the regents, who debated but did not resolve the issue at their June meeting.

Interlibrary Service

More than 83,000 requests were filled during the 1975-76 fiscal year by Wisconsin Interlibrary Loan Service, compared to 18,000 requests filled in 1972-73 when the service was established. The service is funded by 10 participating private college and university libraries, all libraries in the university system and the State Department of Public Instruction library division. In October 1976, the regents accepted the library collection of the American Geographical Society, one of the largest collections of geographical materials in the world and valued at $8 to $10 million.

Veterinary Medicine

The question of establishing a school of veterinary medicine in Wisconsin was again addressed in the form of proposed legislation during the 1977 session. The bill, similar to previous proposals, would have established a complete school of veterinary medicine at Madison with satellite facilities at River Falls. The governor proposed an alternative in the form of contracts to provide up to 43 spaces annually to Wisconsin residents at Minnesota and Iowa schools of veterinary medicine, plus a modest program within the state to provide continuing education to veterinarians, diagnostic and referral services for farmers and animal owners and research in veterinary medicine. During legislative action on the budget bill, the governor's proposal was defeated by substituting a proposal to establish a complete school. In turn, the governor vetoed the proposed school and his veto was upheld by a single vote in the senate. However, the subject is expected to arise again before or during the annual budget review session of the 1978 legislature.

WYOMING

Higher Education Council
1720 Carey Avenue
Cheyenne, Wyoming 82002
Fred P. Black, Executive Director

Capital Development

Several legislative proposals were enacted in the 1977 legislature favoring the development and growth of higher education in Wyoming. The university and community colleges were included as part of a total $100 million capital facilities development fund financed by additional levy of 1.5 percent excise tax on coal, uranium and trona. To further encourage capital facilities development in the community college districts, the debt limit of the districts for bonding purposes may now be increased from 2 to 4 percent of the assessed valuation of the district.

Student Aid

Wyoming currently does not have a state-supported student loan program. In order to increase the number of student loans being made within the state, legislation was passed whereby the council may now request the state treasurer to invest up to $3 million in permanent land funds to repurchase student loans from banks and saving institutions. Partial tuition payments for Wyoming National Guardsmen that are attending Wyoming postsecondary institutions was approved.

Appropriations

Although the 1977 legislative session was considered a general and not a budget session, a supplementary budget request was approved for the University of Wyoming in the amount of $800,000 for increased natural gas and utility costs.

Institutional Licensing

One important proposal, sponsored by the council but not acted upon by the legislature, was licensing of out-of-state higher education institutions operating within Wyoming. Protection from "degree mills" is important for Wyoming consumers of postsecondary education and an increased lobbying effort will be undertaken in the 1978 session.

Enrollments

Total enrollment at the University of Wyoming and the seven community colleges reached a record high in 1976-77. The university increased to 8,720 students, a 4.5 percent gain over the previous year, and the community colleges rose 10.4 percent to 10,050 students. The total enrollment for the eight institutions was 18,750 students or an increase of 7.3 percent over 1975-76.

Two-Year College Fight For Four-Year Status

One of the most emotional, political and legislative battles affecting higher education in Wyoming over the past six years culminated in 1976. Casper College's efforts to become a four-year institution was compromised by the 1976 legislature by a "shot-gun marriage" with the University of Wyoming. The baccalaureate degree will be offered on a two-year trial basis by the university with the programs being taught by university and Casper College faculty on the college's campus. The first year of the upper-level offering resulted in over 260 students enrolled. However, in late June 1977 new developments arose with the college's trustees voting not to continue in the program beyond the second year of the trial period. Thus, the Casper College thrust to become a four-year institution may again become a political and legislative problem.

Needs Assessment Study

A needs assessment study will encompass seven areas from across the state. These include surveys of senior high school students, community college students, current university students, university alumni, the general public, students attending neighboring out-of-state institutions and the state's business and industry leaders. From analyses of these surveys, future program planning will be more attuned with the needs of Wyoming citizens.

Computer Network

The first year's effort to implement the Wyoming higher education computer network resulted in four of the seven community colleges on-line with the university's computer and all seven to be on-line by September 1977. The network will provide administrative, educational and statistical data processing support utilizing a micro-data reality system.

Council Role and Mission

In order to more clearly define its mission in the Wyoming postsecondary education system, the council developed a mission and role statement. This declaration of policy clearly defines its relationships, functions and activities with the institutions, the legislature, the governor, the general public and its sister agency, the Wyoming Community College Commission. The council's major roles will be advisory, planning and coordination. With the declaration of policy the council intends to provide a balanced service structure to the educational community and the general citizenry of Wyoming.

Master Plan

State planning efforts for the year resulted in the completion of five institutional plans and the remaining three plans of Wyoming's eight higher education institutions are under way. The five plans completed are the first formal planning efforts undertaken by the institutions and, although somewhat rough and lacking, the schools have found the planning activity to be helpful. According to Wyoming's master plan design, the first phase calls for the development of local institutional plans that will then be coordinated into a final statewide master plan. A total of seven planning-articulation workshops were conducted during 1976-77 to assist in the overall development of the master plan and provide an articulation component between the community colleges and the University of Wyoming. The specific workshops were held in the areas of libraries, remedial learning and resources laboratories, business administration, English instruction, physical education, student personnel administrators and deans of instruction.

Adult and Vocational Education

With the rapid development and expansion of adult education, continuing education and university extension activities, many problems were developing that caused overlapping and competition among program thrusts. Two statewide meetings were called by the council to encourage a coordinated planning effort among the various programs. As a result, an inventory of current programs, local and regional coordination and a state needs assessment will be made. The council assisted the Department of Vocational Education in its development of the annual and five-year plans for occupational education as required by the Education Amendments of 1976. Broader recognition of the vocational needs of the postsecondary education clientele was emphasized in these meetings, but, with the many priorities mandated by the legislation, it is doubtful that little or no impact can be obtained with the new vocational education act.

CANADA

MANITOBA

Universities Grants Commission
11-395 Berry Street
Winnipeg, Manitoba, Canada R3J 1N6
W. J. Condo, President

Appropriations

The legislature has provided $101.9 million in operating and capital funds for the fiscal year 1977-78, an increase of 14.4 percent over 1976-77, for the support of three universities and one affiliated college. The operating funds were allocated by the method, based on categories of expenditure types, adopted in 1976-77. The government approved the allocation of $3.5 million in special funds to the institutions in recognition of significant university anniversaries. These funds are to be paid to the institutions on the basis of $2 for every $1 raised from the private sector to a stated maximum amount for each institution. In addition to these special funds and the capital funds approved for the renovation of existing facilities, the government has just given approval in principle to two major capital projects.

Enrollments

Manitoba institutions are experiencing a continued small growth in total enrollment. Full-time students for 1976-77 numbered 17,426, a decrease of 3.6 percent over 1975-76. Part-time enrollment was 21,253, an increase of 18.3

percent from 1975-76 and full-time graduate enrollment increased to 1,555, up 4.2 percent over the previous year.

New Programs

During 1976-77, four new, or revisions of existing, programs were approved. In addition, four interinstitutional programs have been approved — three master of arts programs to be jointly offered by the University of Manitoba and the University of Winnipeg and a bachelor of education program in industrial arts and business education by the University of Manitoba and a community college. No new major programs have been proposed for 1978-1979, although some suggested revisions to existing programs have been received.

MARITIME PROVINCES (New Brunswick, Nova Scotia, Prince Edward Island)

Maritime Provinces Higher Education Commission
P.O. Box 6000
Fredericton, N.B., Canada E3B 5H1
Catherine Wallace, Chairman

3-Province Commission

The Maritime Provinces Higher Education Commission (MPHEC) was established in early 1974 by the Council of Maritime Premiers under legislation enacted by the provinces of New Brunswick, Nova Scotia and Prince Edward Island. The commission reports to the council and, through the council, to the three legislatures. From April 1, 1976 to March 31, 1977, the third year of commission operation, seven meetings were held. Early in the year, the commission completed the second series of meetings with all institutions on its schedule. In May 1976, the commission received the second set of institutional five-year projections, updating the submissions of the previous year. Updated enrollment projections and program inventories were also prepared. In December 1976, the commission submitted its third annual comprehensive plan for financing higher education in the region to the council. As in the previous year, the commission's recommendations covered a three-year period and the concept of regional funding of operating support was proposed and accepted by the council.

Institutional Projections

Financing Plan

Program Review

The commission continued to review new programs submitted by the institutions. The mechanism by which the Association of Atlantic Universities and its committee of academic vice presidents provided advice to the commission on university-level program proposals came under reassessment for timeliness and effectiveness. An academic review committee has been established as a subcommittee of the commission to assist in the review of academic matters. The commission also continued to receive and assess institutional requests for assistance from allotted nonspace and alteration and renovation funds. A finance subcommittee was developed to assist the commission in these assessments and to advise the commission as a whole on financial matters.

Capital Requests

New University

There were developments in several areas where the commission had previously become active. Legislation was enacted and proclaimed to establish l'Universite de Moncton as a three-campus French-language university, with College Saint-Louis-Maillet becoming the Edmundston campus and College Jesus-Marie the Shippegan campus of the university. The decision was taken not to proceed with a merger of Nova Scotia Technical College and Dalhousie University.

Veterinary Medicine

During the year, a committee established by the commission looked into possible financial and other arrangements for a proposed school of veterinary

medicine. The committee's report was made to the commission and forwarded to the council. A regional plan for programs in physical education, recreation and related subjects was accepted as a basis for program planning in these subject areas. The plan had been prepared by a working group of deans and directors, coordinated by the commission staff.

Regional Plans

A report, *Legal Education in the Maritimes* was completed and subsequently, the commission recommended that no new English-language law schools be established in the region, that modest expansion of the existing schools be considered and that a facility offering common law in French be established at l' Universite de Moncton. An extensive report on engineering education in the maritimes was completed and presented to the commission late in the year. The commission plans to establish a task force to follow up on this study.

Legal Education

Engineering Education

Work on phase III of the Atlantic universities uniform financial information system continued and the commission is cooperating with Statistics Canada and the Association of Atlantic Universities in the project. The commission continued to work in close cooperation with student aid directors of the three provinces to review existing student assistance programs and to advise the council and the provinces on means to develop common approaches to student aid.

Financial Reporting

Student Aid

The commission completed the space study that provides both an inventory of existing space and a set of space standards applicable to Maritime institutions. Each institution was provided with nine major reports which summarized and analyzed the space inventory for the institution. In addition, detailed descriptions of methodology and comparisons of existing space and space standards were supplied. The commission made use of the results of the study as part of the input to developing recommendations for capital assistance included in the financial plans.

Space Study

During the year, the commission advised the council and the governments on the renegotiation of federal/provincial fiscal arrangements with respect to post-secondary education. In this regard, the commission held a one-day meeting with a number of individuals from the postsecondary community to exchange ideas and suggestions. In mid-1976 the commission prepared and forwarded to the council a series of policy statements dealing with accessibility, funding and student aid. These statements formed a basis for further planning activities.

Fiscal Arrangements

Based on institutional five-year projections, the commission undertook a comprehensive review of projected program developments. Following this, the commission provided the institutions with its preliminary responses as a means of assisting in orderly effective planning. Early in the year, the commission convened a working group of representatives from institutions offering programs in teacher education to produce a coordinated plan. The report was presented to the commission and has been forwarded to the Association of Atlantic Universities for institutional consensus. The commission also undertook reviews of other program areas, including urban and rural planning and those dealing with environmental concerns.

Planning

Teacher Education

Three information gathering studies were launched: research activities at institutions in the region, cooperative efforts in continuing education and the university calendar including the length of the university year. In October 1976, the commission released a document, *Higher Education in the Maritimes - 1976: An Overview*, and in late November, issued an invitation for input from the

Studies

Master Planning

public concerning the present status and future development of higher education in the region. By March the commission had received approximately 50 submissions and public meetings were held to discuss the submissions with those who presented them. Plans are under way to produce a multiyear planning document that would assemble the various elements of planning developed to date.

QUEBEC

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2700 boulevard Laurier (8e)
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Germain Gauthier, president

Operating Expenditures

Budgetary restrictions imposed by the new government of Quebec have touched education, but the university network is still expanding, although at a reduced rate and the impact has not been noticeable. General operating expenditures will be increasing by 11.3 percent in 1977-78 while operating grants indicate an increase of 12.1 percent with tuition fees still frozen. Expenditures on salaries will increase by an average of 8.33 percent while nonsalary items are restricted to 4 percent. With the final settlement of a number of long-standing claims and of collective bargaining agreements for 1975-78, the universities have finished 1976-77 in a relatively health financial situation, although more difficult times lie ahead.

Enrollments

Enrollment increases have been tapering off, from 4 percent this year to a projected 3 percent next year. Full-time enrollments account for most of this increase, while part-time enrollments are losing momentum. A long-range forecast of enrollments shows a peak occurring around 1981-1982 with a subsequent decrease. While full-time enrollments will certainly be going down, the trend for part-time enrollments in the future is the subject of much controversy.

Capital Funding

One area of concern is capital funding and system capacity in relation to enrollment previsions. A large part of the present effort is directed to the completion of the campuses of Universite du Quebec. However, long term trends must now be taken into account to determine optimal system capacity. Recent governmental restrictions on capital spending have permitted only on-going projects to continue, thus forcing a reassessment of all new projects involving additional capacity.

Research

While university research funded by the federal government has been eroded by inflation, provincial support has increased somewhat. The question of mission-oriented research is up for debate and a government commission will look into the whole question of research, with the goal of formulating the elements of a research policy involving university, industry and government.

Collective Bargaining

With continued inflation as background, collective bargaining agreements have proven difficult. Laval and Universite du Quebec a Montreal have experienced devastating four-month strikes that have forced an extension at the regular academic year into summer. With an eye on demographic trends, job security is coming to the forefront of union demands along with more say in the matter of hiring and promotion.

Program Approval

The program review committee received 65 submissions for new programs and has accepted 17, refused 13 and suspended the review for 35 submissions. With

the number of requests increasing in recent years, especially in the area of graduate programs, the committee is looking over the whole policy of program development. Because it accounts for 5 percent of government expenditures, higher education is coming into closer scrutiny. The increasing frequency of labor disputes and student unrest have set the stage for a reassessment of the place of the university in society, which is to the mandate of a government commission of inquiry now being established.

Accountability

END